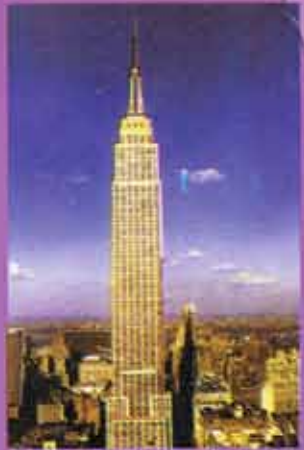


# Environmental Studies

## for Class V

A Textbook of Social Studies for the Children of Ladakh



Published by

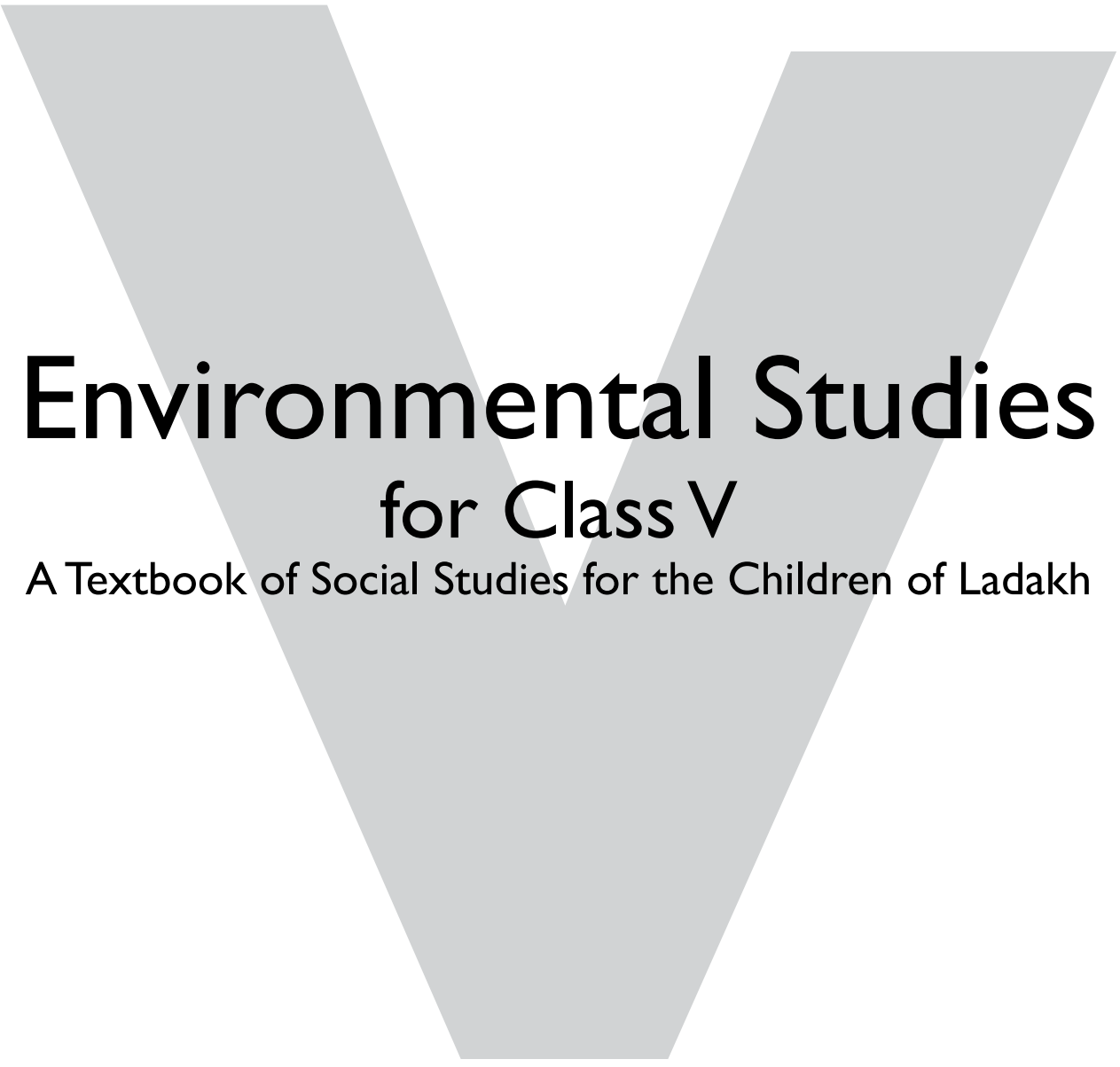
**J&K State Board of School Education**

for

**Operation New Hope**







# Environmental Studies for Class V

A Textbook of Social Studies for the Children of Ladakh

**Published by  
J & K State Board of School Education  
for  
Operation New Hope**

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### **Production team**

Tsering Chospel (Education Department, Leh), Alex M. George, Anjali Noronha (Eklavya), Choldan Tundup (Education Department, Leh), Gautam Pandey (Eklavya), Madhura Padhye, Madhuvanti Anantharajan, Rebecca Norman (SECMOL), Shruti, Sujatha Padmanabhan, Sumathi Sudhakar, Tsering Angchuk (Education Department, Leh), Tsetan Angchuk (Education Department, Leh), Tultul Biswas (Eklavya), Vinitha Nayer.

### **Photographs**

Tsering Chospel, Tsewang Paldan (SECMOL), Lobzang Tandar (Ladags Melong), Stanzin Dorjai (SECMOL), and photographs from *Kanha National Park: A Handbook* by Centre for Environment Education.

### **Illustrators**

Phuntsog Namgial (Education Department, Leh), Asmara Figue, Madhuvanti Anantharajan, Asmara Figue, Jérôme Lantz, Debra Van Poolen.

### **Layout**

Rebecca Norman, Madhuvanti Anantharajan, Madhura Padhye.

### **Thanks for material and comments:**

Abdul Gani Sheikh, Sonam Phuntsog, Gabriele Reifenberg, Sonam Wangchuk.

### **Assistance in production and layout**

Ven. Konchok Phanday, Dechan Angmo, Leela Bano, Susannah Deane, Bidisha Basu, Jon Mingle, Viraj Puri, Ninad Sonawane, Disket Spaldon, Shivendra Pandiya, Sunetro Ghosal and many more. Thank you!

### **Written and produced by**

The Students' Educational and Cultural Movement of Ladakh (SECMOL)  
for  
The Ladakh Autonomous Hill Development Council (LAHDC), Leh

### **Published by**

J&K State Board of School Education

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## Preface

Ladakh was known by two names: La Taghs and Mang-Yul, which means a mountainous country with passes, and inhabited with the people of different origin respectively. In its majestic mountains, deep and green valleys, high plateaus and towering peaks, vast table lands, coupled with numerous rivers and fascinating charm, is unparalleled in the world.

The present Environmental Studies is a humble endeavor to study social relations with references to the other parts of the country. The subject matter of this Social Studies for Class 5th has been divided into twelve chapters, with a view to help students to read and understand geographical characteristics by a spirit of enquiry followed by socio-economic, historical and cultural understanding of the diversity in lands and peoples living in different parts of the country. The Environmental Studies Part 1 (Social Studies for Class 5) has been developed and constructed by the eminent members of SECMOL, local teachers, and prominent citizens of Ladakh. It is no doubt based on the physical and social environment that surrounds them. The untiring efforts of the involved organisations and individuals under the LAHDC, Leh are laudable and impressive.

The Jammu and Kashmir State Board of School Education is indeed happy to fabricate this book for “Operation New Hope” for the children of Ladakh. Dr. Bashir Ahmed, Director (Academics) J&K BOSE and his team deserve admiration for the review and revision of this textbook within the shortest possible time, in getting the book to see the light of the day.

Sd/-  
Prof. N.A. Ganai  
Chairman,  
J&K S BOSE  
Srinagar



## *Notes for Teachers*

### **Chapter 1: Map Reading**

#### **Why this chapter?**

This chapter will help students to read and understand maps. Later students will study the various regions of India, the different continents of the world and a little about the countries of these continents. All this will be done using maps, which are necessary for an understanding of the world.

In class 4, students learnt that maps are visual ways of showing information. This unit will introduce the rest of the basic concepts of map reading. *Map Keys and Scales* are important as they form the basis of map reading and map making.

In *Different Kinds of Maps*, students learn that different maps give different types of information. For example, one map may show geographical features like mountains, rivers and roads, while another, of the same place, may show things like states or country borders. Please note that in the given political map, not all the states are named. Students will have a chance to learn the names of more states in the later chapters.

#### **Your role**

All the maps in this chapter use metric scales. It is important to revise metric measurements of length before beginning the lessons. Only the basic measurements are used: centimetres, metres, and kilometres.

In order to gain practical knowledge of map making, students should be encouraged to make maps of their school or a portion of their village on a drawing sheet in groups of two to four. Make sure the maps are drawn to scale and have a key, but do allow the children to make their own maps, this way they will really understand map reading.

Divide the class into two groups, make a treasure hunt map and play the game. If you can not find a measuring tape, use a one metre stick or your foot steps.

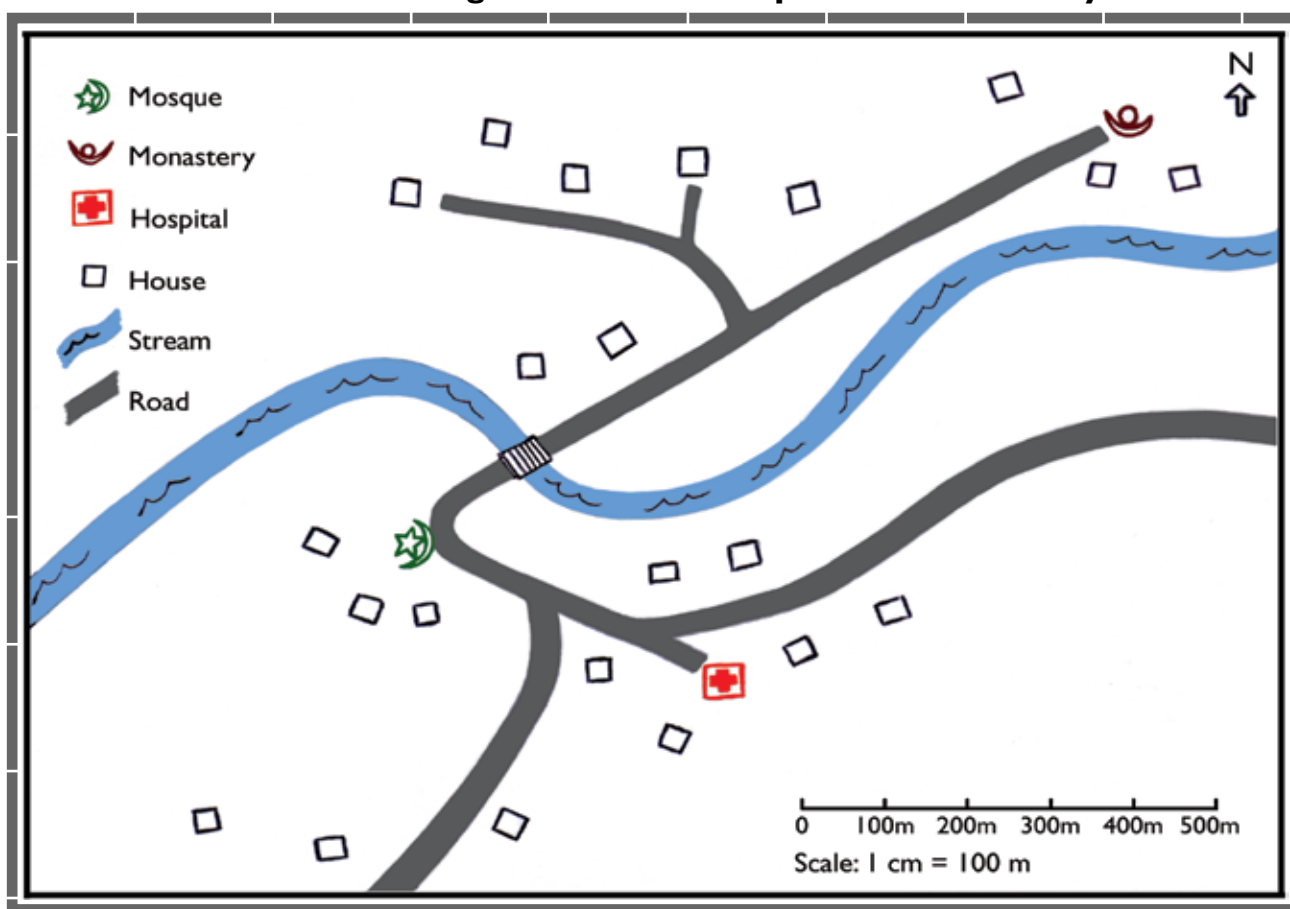


## Chapter 1

### MAP READING

Last year you learnt how to read maps. You know that most maps have north at the top of the map, shown with an arrow. Maps also have a key showing what the symbols mean.

**Where is the arrow showing north on this map? Where is the key?**



Maps usually have a scale showing the distance.

**Where is the scale on this map?**

One centimetre on the map is equal to 100 metres in the real village. Use your scale to answer the following questions.

- 1. What is the distance between the mosque and the monastery?**
- 2. How far is it from the hospital to the mosque?**
- 3. What is the distance by road between the hospital and the monastery?**

## Stobgyas's treasure hunt

Do you remember our friend Stobgyas from Class 4? Do you remember his adventure with the treasure map? Well, since then he has learnt a lot more about map reading.

Remember last year, he found a piece of paper together with a pearl necklace in a silver treasure box? The paper turned out to be a second treasure map with instructions. The map instructions said, "Walk north for about two and a half kilometres, then turn west after the grove of willows. Follow this path for about one and a half kilometres, then turn north. Follow this path for a little less than one kilometre, and you will find the treasure on the left side of the path!"

So Stobgyas went out to find the second treasure. But he could not understand the distances on the map. He got lost and had to spend a night in the mountains. He was very scared, as it was dark and lonely. His father and some other villagers went looking for him when he didn't return home in the evening.

What had gone wrong? Stobgyas was sure he had followed the map instructions correctly.

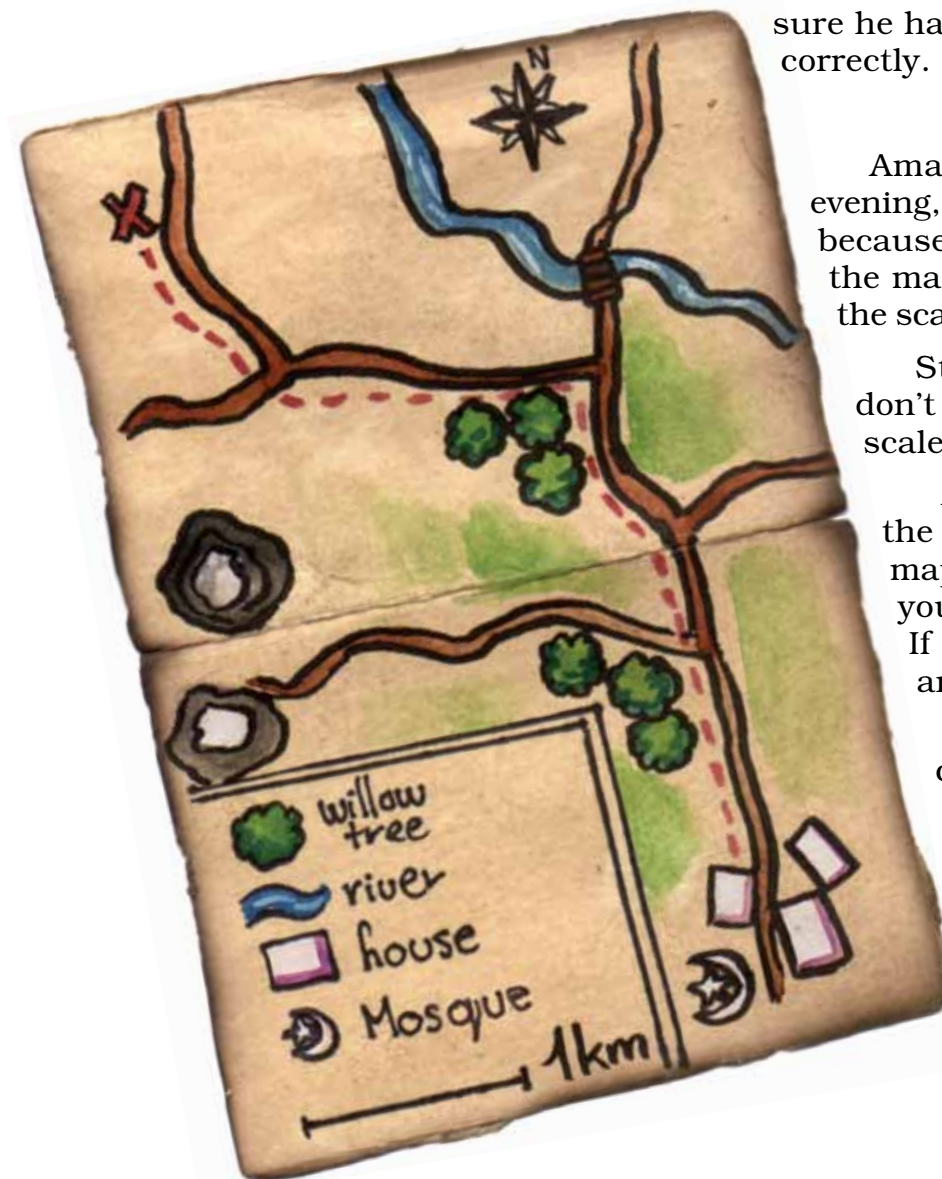
Amaley explained to him the next evening, "The reason you got lost was not because you confused the directions on the map. It was you didn't understand the scale. You got the distances wrong."

Stobgyas was still confused. "I don't understand, Amaley! What is a scale?"

Amaley explained, "Do you see the small line at the bottom of the map?" Stobgyas nodded. "What do you think the length of that line is? If you can't guess, get your ruler and measure it."

Stobgyas looked at the line carefully and decided, "I think it is about three centimetres long."

Amaley was proud, "You're right! It is three centimetres. Now look at the number at the other end. What does it say?"



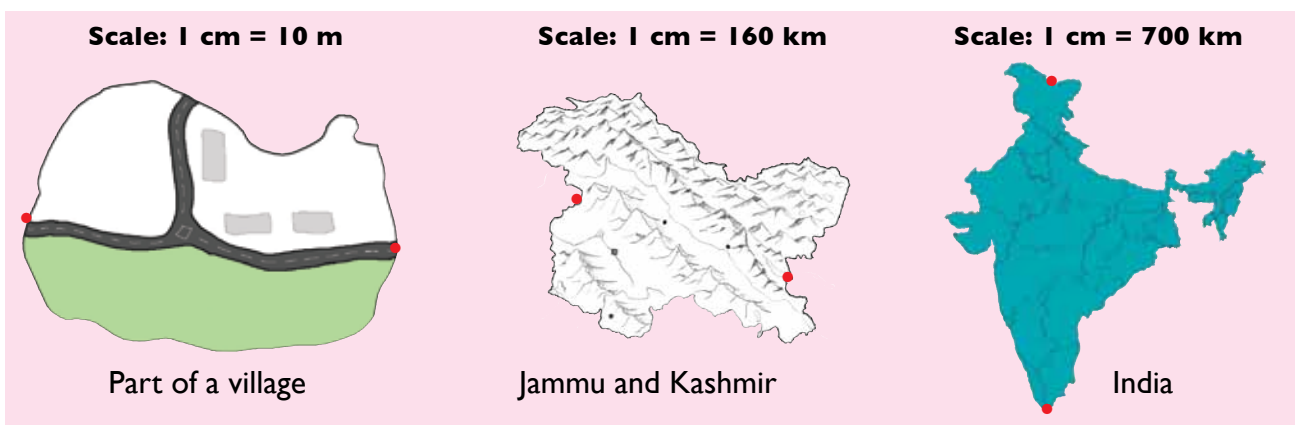
Stobgyas looked at the map and answered, “One kilometre.”

Amaley smiled. “Right!” The number at the end of the line tells us that every three centimetres on the map means one kilometre in reality. Here, look at this grove of willow trees,” Amaley said, pointing to the map. “If you had understood the scale you would have turned west later. Instead, you turned here — at the first grove of willows you came to.”

Suddenly, it all made sense to Stobgyas, “ Oh! Now I understand. I didn’t follow the exact distance. But now I know how to read a scale, thanks to you, Amaley. Tomorrow I’ll pack some food and go out again to look for the treasure. This time I’ll find it!”

### **Different maps have different scales**

Look at these three maps. One is of a part of a village, one is of Jammu and Kashmir, and one is of India. We know that India is a very large country, while Jammu and Kashmir is a state within India, and a village is even smaller. Yet on the page, each of these maps takes up the same area! This is because they are drawn to different scales.



**Using the scale, find the distance between the two red dots on each map.**

**In the village, how many metres are between the red dots?**

**In J&K, how many kilometres are between the red dots?**

**In the map of India, how many kilometres are between the red dots?**

## Different Kinds of Maps

Look at the maps on this page and the next. They are maps of India, but they look very different. Do you know why?

Different maps may not show the same things, even if they are maps of the same place. It is not possible to show everything about a place on a single map. One map of a country may show the state borders, another may show the physical features such as mountains and rivers, and a different map may show the railway and air routes. There are also maps that show the different altitudes, or the populations. By looking at many such maps, we can get more information about a place: for example, how big it is, whether it has mountains, plains etc., how many people live there, and even historical monuments.

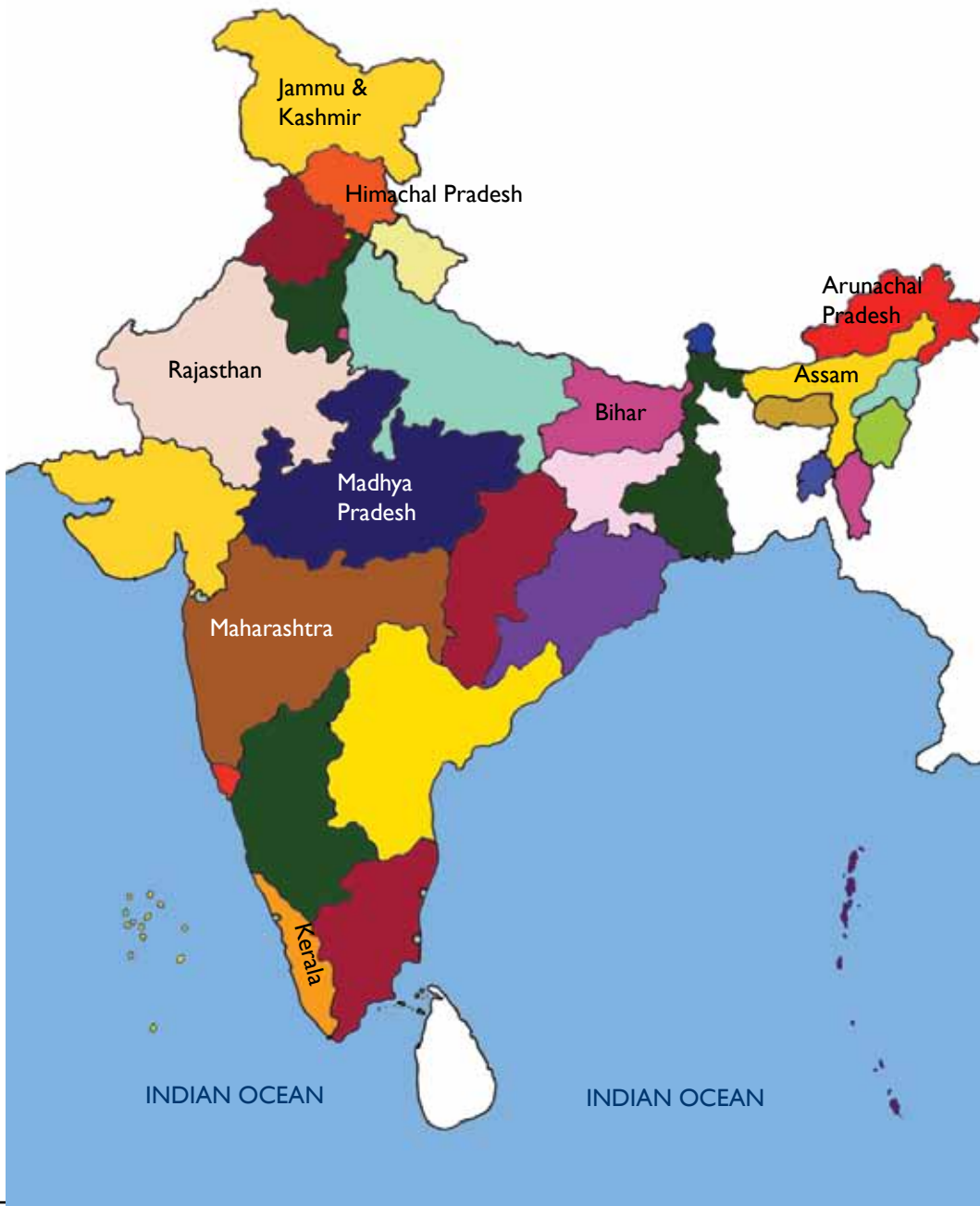
### Political maps

In this political map of India, each state is a different colour. These different colours make it easy to see the location and shape of each state. The large light blue area is ocean.

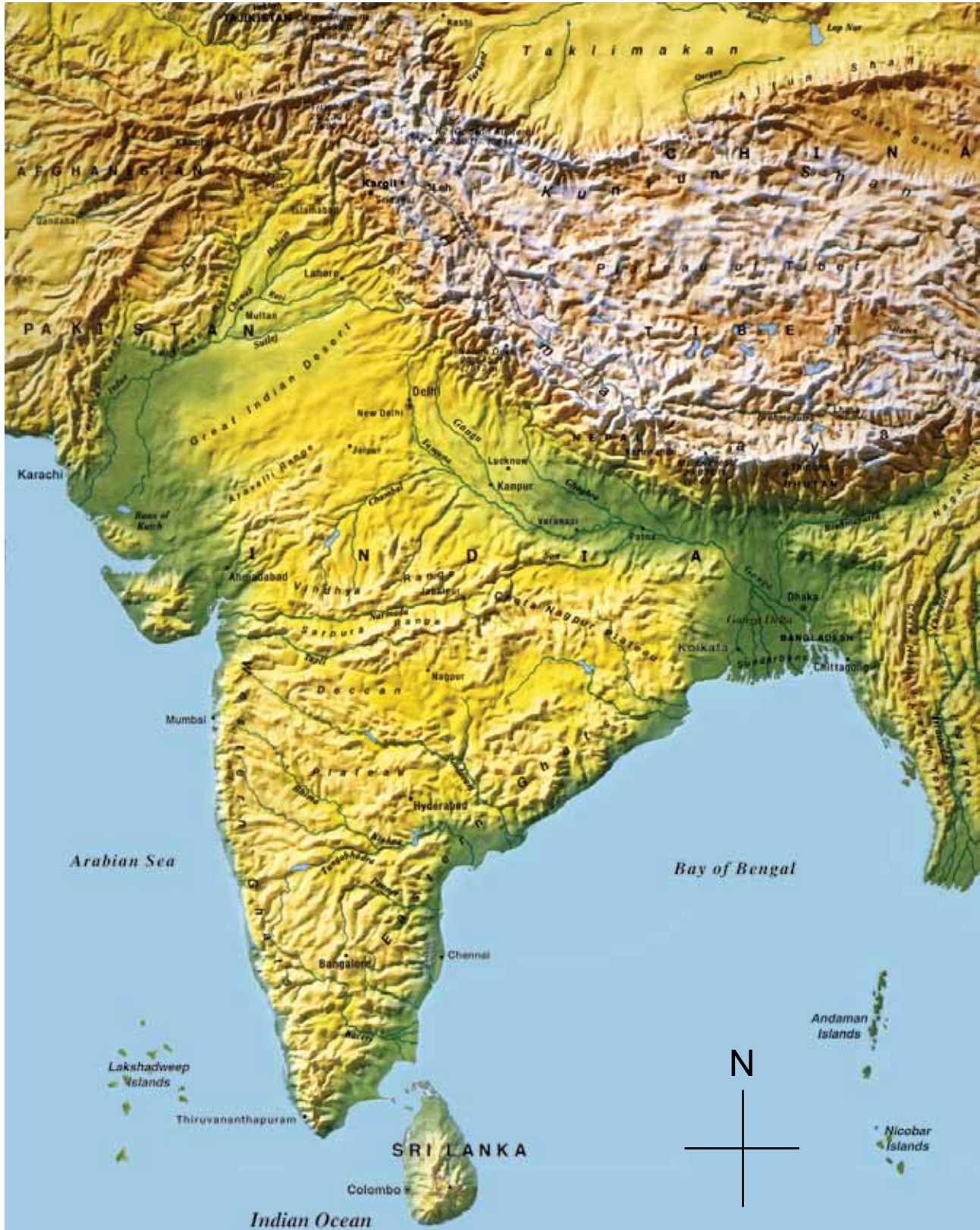
Look at the map and find the answers to these questions.

**1. Name a state that touches Jammu and Kashmir.**

**2. In the coming chapters you will read about Rajasthan, Madhya Pradesh, and Kerala. Find them on the map. Which of these three touches the ocean? Which of the three is in the centre of India?**







### Physical maps

This is a physical map of India and neighbouring countries. A physical map does not show the borders of countries and states. It mainly shows the physical features such as mountains, rivers, oceans and seas. In this map, the colours show the altitude. Green areas are very low, near the ocean. Yellow on this map shows areas that are a bit higher. Do you see an area with a lot of white? That shows the highest mountains.

**Can you find Leh and Kargil? Hint: they are near the north-west end of the high mountains on this map.**



### **Satellite photographs**

This picture is not a map. It is a photograph taken from high in the sky, from a satellite. It shows clouds, but it does not show borders, because border lines are not actually visible. For example, if you go from Ladakh to Manali by road, you will not see any line on the ground when you cross the border between J&K and Himachal Pradesh.

**Compare this photo with the physical map on the previous page. Can you see India in this satellite photo?**

Satellite photograph

### **What is a satellite?**

Satellites are machines that scientists send up into the sky to circle the earth. Some satellites help us to send television and telephone over long distances, some collect information about the weather, and others take photographs or do other work.

Have you ever seen a satellite? On a night when you can see the stars clearly, look at the sky for a long time. You will see some things that look like stars but move steadily across the sky. These are satellites.



## EXERCISES

### I Fill in the blanks with the words given below

larger    actual    kilometres    scale    smaller

1. Your village is \_\_\_\_\_ than Ladakh.
2. Scale helps us measure the \_\_\_\_\_ distance between two places on a map.
3. A small distance on the map stands for a much \_\_\_\_\_ distance in reality.
4. Stobgyas's mother explained the importance of the map's \_\_\_\_\_ to him.
5. The map of a country should have a scale in \_\_\_\_\_.

### II Choose the correct word from the ones given and fill in the blanks:

1. Political maps show the \_\_\_\_\_ of an area.  
(borders / crops)
2. Satellite photos help us make \_\_\_\_\_ maps of the earth from space.  
(physical/political)
3. Physical maps show the \_\_\_\_\_ features of a place.  
(historical/geographical)
4. A satellite is a \_\_\_\_\_ that scientists send up into the sky.  
(man-made star / machine)
5. We can see where plains, hills and mountains are on a \_\_\_\_\_ map.  
(physical / political)

### Things to do:

Get a measuring tape and measure your school and its grounds. Make a map of your school, including a key and a scale.

Divide your class into two groups. Each group, get a small gift (an apple, apricot, etc.) Hide your gift somewhere in your school yard and draw a map that shows the route to the gift. Give your map to the other group and ask them to find your gift. Include both a key and a scale on the map.

# VOCABULARY

mosque (pronounced <b>mosk</b> )	མས་ཇིད།
treasure	གཏོར།
since then	དེ་ནས་ཐར་ལ།
pearl necklace	ཐུ་ཏིག་གི་སྒྲིལ།
silver	དབུལ།
to scare	འཇིགས་བཅུག་བྱས།
to nod	མགོ་ཚལ་ཚལ་བྱེ་བྱས།
grove	ལྗང་ར།    ལག་ར།
proud	རྩམས།
historical monument	སྔོན་མའི་རྟེན་རྫིང་།
route	ལམ།
symbol	རྟགས།
location	ས་གནས།
physical feature	དབྱིབས།
altitude	ས་བྱང་གི་དམའ་མཐོ།    མཐོ་ལོད།
cloud	སྒྲིན།
visible	མཐོང་ཉན་བྱས།
satellite	སྐར་མ་བློས་མ།
steadily	རྒྱན་ཆད་མེད་པ།



## *Notes for the Teacher*

### **Chapter 2: Regions of India**

#### **Why this chapter?**

In class 4, students learnt in detail about the state of Jammu and Kashmir and the two districts of Ladakh. They should now be ready to explore the rest of the country. This chapter gives an overview of the various regions of India so that students may be aware of its different geographical landscapes and their basic physical characteristics before they study any of these in detail.

In the previous chapter students were briefly introduced to the physical map of India. While teaching the present chapter, it is important to keep referring to the map and allow students to locate the geographical features that are being discussed. By studying the different regions of India — mountains, rivers, plateaus, plains, coast and islands, students become more familiar with the landscapes of the country so they can better understand the detailed chapters on particular regions that follow.

Some vocabulary words, such as beach and cliff, are shown in pictures rather than given in the vocabulary.

#### **Role of the teacher**

As a part of class discussions, ask students if they have visited places outside Ladakh. They may have family members who have travelled outside. Encourage them to talk about their experiences, and link it with the lesson. Photographs of different regions and landscapes can also be brought in to help create a better visual understanding.

A physical map and a political map of India are included. As mentioned before, these maps should be used as reference points in class so that the students can practise map reading.

You can also trace a political map of India. Take a big piece of glass and place it over two wooden blocks. If you can not find a big piece of glass, hang the map over the window of your class. Tape a political map of India on the glass. Fix a drawing sheet over the map with cellotape. Get sunlight or a torch behind the glass and trace the map. Colour and label the states and then display the map in the class room.

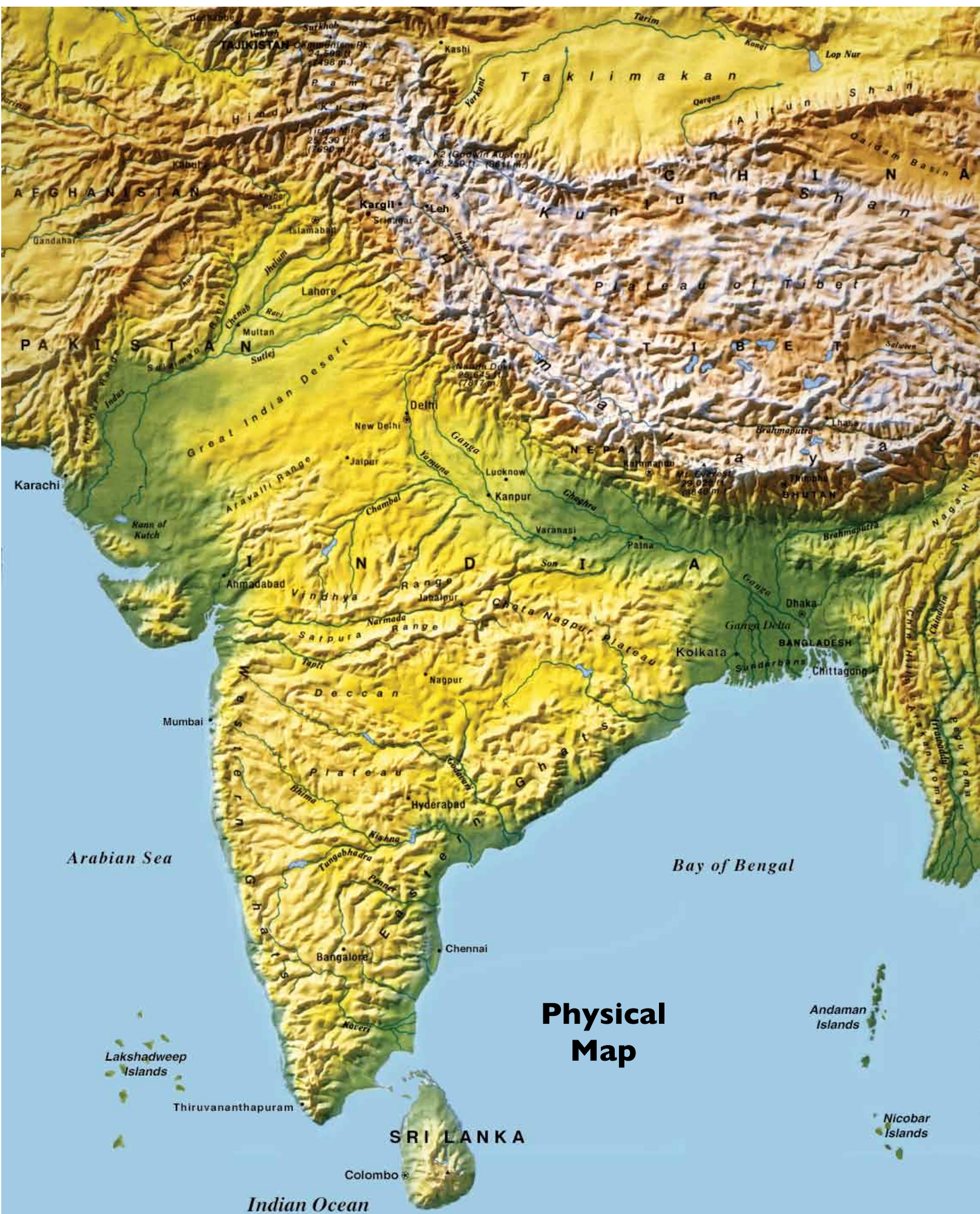
You can also glue the map on a cardboard and cut out the various states. Let students join these states as a puzzle. You will find that even the younger children will easily learn the states this way.

#### **Materials needed**

For tracing the map you will find these helpful:

- a political map of India
- a big piece of glass or window
- a drawing sheet
- a torch
- cellotape
- glue
- colour pencils
- scissors or blade
- cardboard







## Chapter 2

### REGIONS OF INDIA

India is a very large country. From the north to the south, from the east to the west, the people, languages, ways of life and landscapes differ. Ladakh, you will remember, is in the northern most part of India, a part of Jammu and Kashmir state.

We will read about the states of India later. First let's find out more about our country's mountains, rivers, plains, plateaus, islands and coast.

#### Mountains

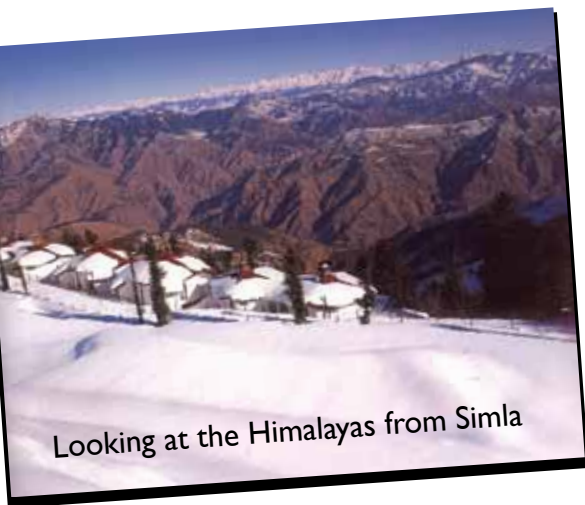
The Himalayas are along the northern part of India. They begin in the south of Ladakh, in Zangskar. The highest peaks of the Himalayas are covered with snow throughout the year. Did you know the Himalayas are the highest mountain range in the world?

*Ghat* is a Hindi word for "steps down to a river". The mountain ranges to the east and west of India are called the Eastern Ghats and Western Ghats.

Western Ghats



Looking at the Himalayas from Simla



**Find these three mountain ranges on the physical map. You will see that India has many smaller mountain ranges, too.**

#### Rivers and Plains

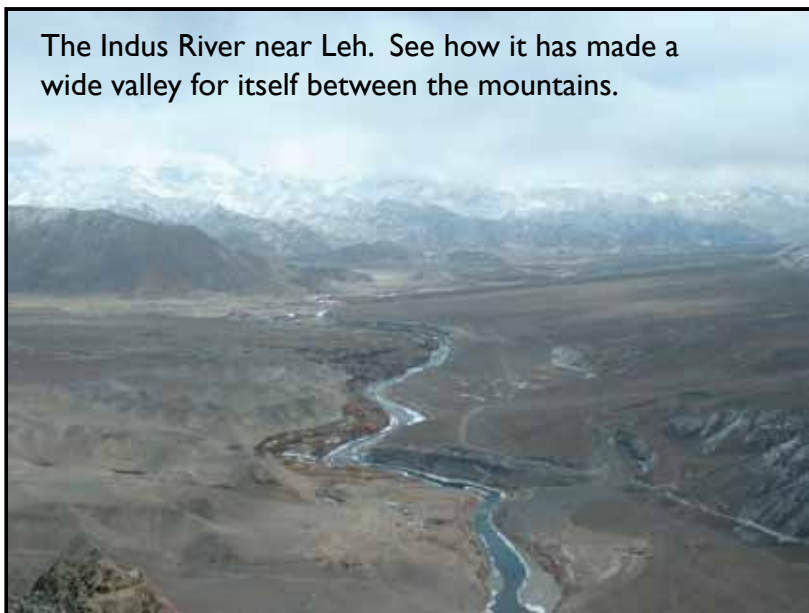
**Find the Ganga, Yamuna and Sutlej rivers on the map. Can you see that they all begin in the same mountain range? Which mountain range is it?**

Most rivers that start from snow-covered mountains are perennial, which means they have water all year. Many rivers of the plains of India get water from melting snow in summer, and in the monsoon season they also get rain water. As these rivers flow from the mountains they collect soil along the way. When they reach the plains, they flow more slowly and deposit much of the soil that they carried.

The soil deposited by these rivers is very fertile and good for crops like wheat, rice, sugarcane, lentils, vegetables, and fruit.

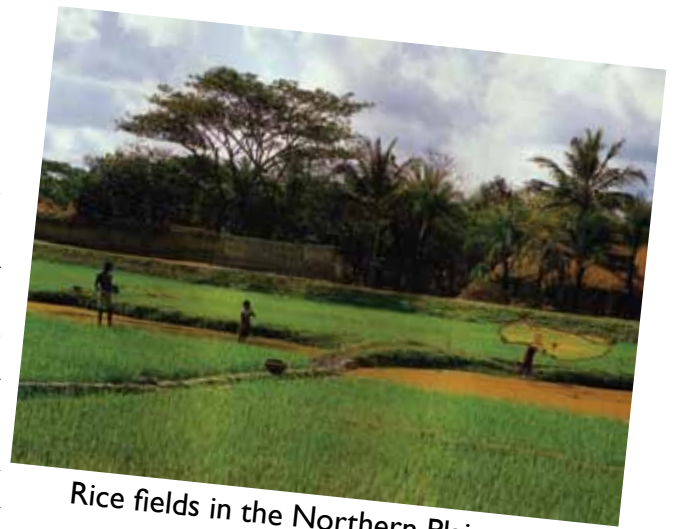
**Where do you think Ladakh gets rice, oranges, bananas and mangoes from?**

The Indus River near Leh. See how it has made a wide valley for itself between the mountains.

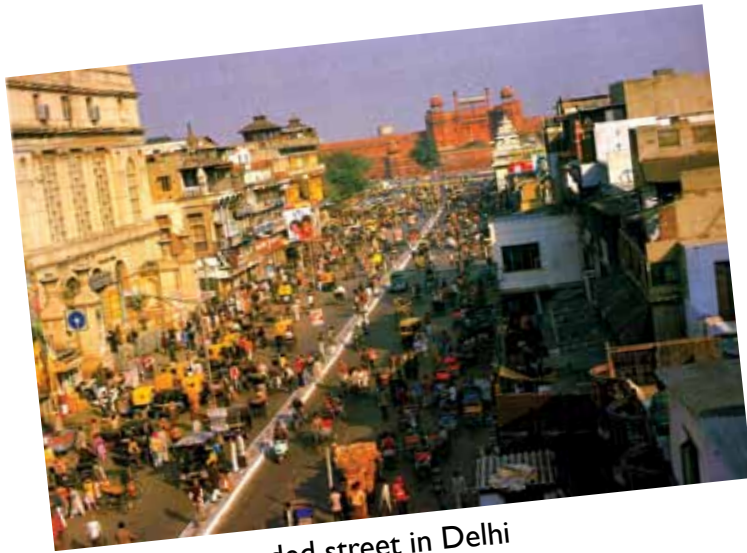


Some rivers, such as the Narmada and Kaveri, depend on rain, so they have very little water in winter and summer (remember that 'summer' in the Indian plains is April-June) when there is little rain. Some rivers even go completely dry for part of the year. They start flowing in the monsoon, around July.

On the map, find the vast flat area south of the Himalayas, known as the Northern Plains. These are the flood plains of the Sutlej, Yamuna and Ganga Rivers.



Rice fields in the Northern Plains



A crowded street in Delhi

The Northern Plains are flat and slope so gradually, that from Delhi to the Bay of Bengal the drop is only 200 metres! Compare that with Ladakh, where there is often a large difference in height even within one village. For example in Leh town, from the main Bazaar down to the airport is a drop of more than 100 m.

The Northern Plains have many towns and villages. Large crowded cities such as Delhi, Jammu, Agra, Patna and Kolkata (Calcutta) are all on these plains.

**Look at the physical map on page 18. Can you see where the Ganga River begins and ends? Trace it with your finger on the map.**

**Hint: To find the beginning and end point of rivers, remember that a river usually begins in the hills or mountains and ends in the ocean.**



**From the map find any four rivers that begin in the Himalayan Range. Write their names below:**

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The Taj Mahal in Agra, on the banks of the Yamuna River. Look how flat the Northern Plains are!



## Plateaus

To the south of the Northern Plains, there are regions called plateaus. A plateau is a raised area of land. The biggest plateau in India is the Deccan Plateau.

## The Coast

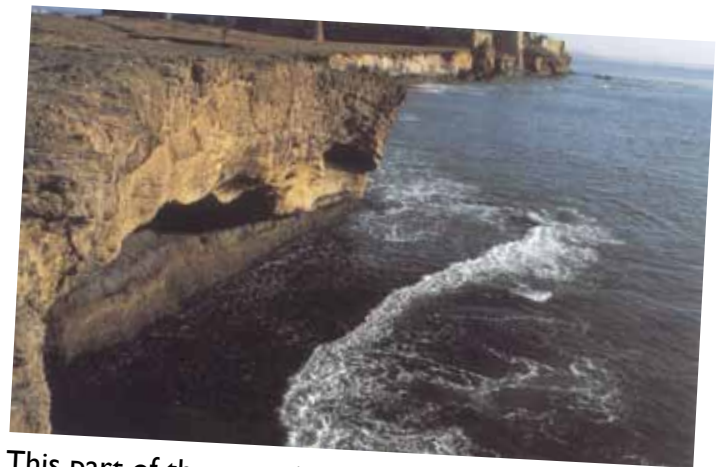
**Have any of you ever seen the sea or ocean? If you haven't, you might know what they look like from TV or photographs.**



A beach is a sandy part of the coast

Seas and oceans are so large that you cannot see across them. Where land and sea meet is called the coast. The sea or ocean is usually shallow near the coast. Some coasts have beaches where people can swim in the waves, but other coasts have cliffs. Seawater is useless as drinking water because it is too salty, but people get salt from it.

Further away from the coast, the sea water is deeper, and it looks deep blue in colour.



This part of the coast is rocky cliffs

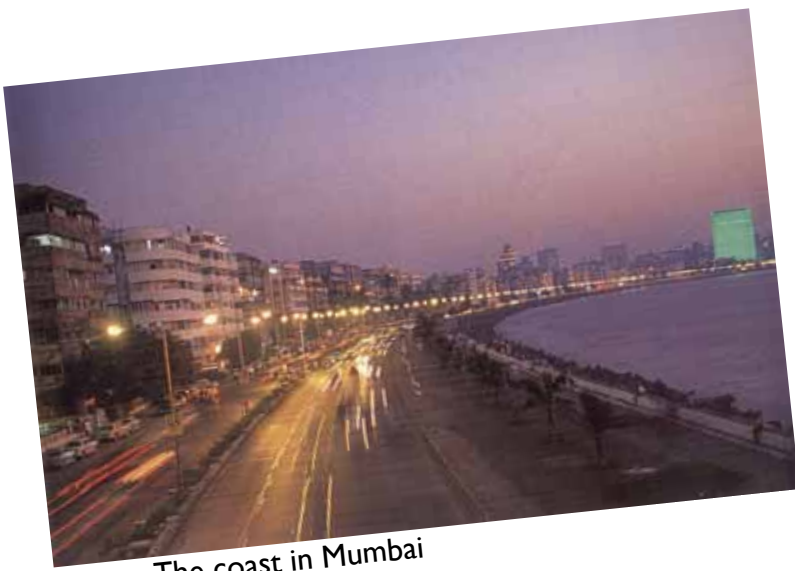
Our state J&K is about 900 km from the nearest coast. If you want to reach the ocean, you have to travel south.

**Follow the west coast with your finger from the Arabian Sea in the northwest to the southern tip of India. Name the seas and oceans that touch this coast.**

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The coast in Mumbai

Look for Mumbai (Bombay) on the west coast. It is the biggest and most crowded city in India, with more than 1.8 crore people. Mumbai is on an island connected to the rest of India by bridges. It is India's main banking and business city, and has many industries. Most Hindi films are made in Mumbai.

Mumbai is also a port city, which means big ships come to load and unload here. Business people bring things from other countries to sell in India, such as heavy machinery and petroleum oil. And Indians sell things to other countries, such as iron, cereal grain, clothing, etc. These things are sent across the oceans on ships. The ships are so big that hundreds of trucks could fit in one ship.

At Mumbai's port, people unload the things from ships and send them to all parts of the country by rail and road. Then they load the ships with things from all over India, and send them to other countries.



A ship coming towards a port



If we move further south we reach Kanyakumari, the southernmost tip of India.

Kanyakumari



**Follow the coast with your finger from Kannyakumari up the east coast of India.**

The plains between the Eastern Ghats and the coast are quite wide. Several rivers flow through the plains to the Bay of Bengal. Unlike the western coastal areas that receive heavy rainfall only during the monsoon season, the eastern coastal areas get two seasons of rainfall each year.

### **Deltas**

Some rivers divide into many branches before meeting the sea. You can see this on the map. This part of a river is called a delta. Do you know that the Ganga-Brahmaputra delta is the largest in the world?

The rivers deposit fertile soil in the delta. Since there is plenty of water in this area, people get a very good crop of rice. But on the other hand, sometimes they get dangerous floods.



Photograph of a delta taken from an airplane

### **India's Northeast**

As we move further to the north and east, there is a part of India called the Northeast.

The river Brahmaputra flows through the Northeast of India. This area receives heavy rainfall for two seasons in a year. Meghalaya is said to be the wettest place on earth because it gets so much rain.

Most of the Northeast has thick forests because of the heavy rains. The combination of fertile soil, warm climate and heavy rain is good for crops such as rice, tea, jute, sugarcane, potato, mustard, etc.

Ploughing with buffaloes in heavy rain in the Northeast.



## Islands



Some parts of India are not attached to the rest of the country. In the middle of the Bay of Bengal lies a group of 300 islands called the Andaman and Nicobar Islands.

Unlike Mumbai, there are no bridges connecting them to the rest of the country because they are too far from the mainland. If you want to go there you'll have to fly or go by ship.

**On the map you can also see a group of islands in the Arabian Sea. What are these islands called?**

What a varied country India is! Wouldn't you like to experience India by travelling this vast land that so many of us call home?



**EXERCISES****I Answer the following questions:**

1. Which is the highest mountain range in the world?
2. Which mountain ranges are found near the east and west coasts?
3. Name two rivers that do not get water from melting snow.
4. What is a plateau?
5. Which two island groups are a part of India?

**II Fill in the blanks with the right word.**

1. The \_\_\_\_\_ of a river has very fertile soil. (source/ delta)
2. The \_\_\_\_\_ is the largest river delta in the world  
(Indus/ Ganga-Brahmaputra)
3. \_\_\_\_\_ is the southernmost point in India. (Mumbai/ Kanniyakumari)
4. \_\_\_\_\_ is said to be the wettest place in the world.  
(Meghalaya/ Ladakh)
5. \_\_\_\_\_ is India's biggest city, and is on an island.  
(Delhi/ Mumbai)
6. A \_\_\_\_\_ is a place where ships come to trade goods. (port/ plateau)

**III Match the following and write complete sentences below. The first one is done for you.**

- |              |                                   |
|--------------|-----------------------------------|
| 1. Himalayas | a. salty                          |
| 2. Islands   | b. the Hindi word for steps       |
| 3. Ghat      | c. highest mountains in the world |
| 4. Monsoon   | d. surrounded by water            |
| 5. Seawater  | e. season of wind and heavy rains |

1. The Himalayas are the highest mountains in the world.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

# VOCABULARY

landscape	ས་གནི་མཐོང་བཟོ་ཡང་ན་ས་གནི་ཆགས་ཚུལ།
holy	བྱིན་ལ་བས་ཅན།
to originate	འགོ་འདྲེགས་ཆ་བྱས།
perennial	དུས་རྒྱན་རྒྱག་མཁན་ཡང་ན་ལུས་མཁན།
to deposit	སྤྲོད་བྱས།
fertile	ས་བཅུད་ཅན། ས་རྒྱལ་བ།
gradually	གྲ་ལེ་གྲ་ལེ།
shallow	ཉལ་ཉལ། རྩ་ཅིལ་ཅིལ།
crowded	མི་ཚོགས་མང་པོ། ཅག་ཅག
to trace	མཚུ་གྲ་བཅུག་གིན་འབྱེད་བྱས།
route	ལམ།
lentil	ཀེར་ཟེ་དྲལ།
sugarcane	ཁ་རེ་ཤིང་།
vast	རྒྱ་ཅན། སལ་ཅན།
drop	ཐུང་བྱད།
ever	དག་ས་རྒྱག་པ།
flood	རྩ་ལོག།
jute	སོ་མ་ར་ཅ། མོ་རི་དང་མད་ཅ་སོགས་བྱོ་བྱས་ཀྱི་རྒྱ།
mustard	ཡུངས་ཀར།
to lie	ཆགས་ཏེ་ཡོད་བྱས། རྩགས་ཏེ་ཡོད་བྱས།

## *Notes for the Teacher*

### **Chapter 3: Postcards from Rajasthan**

#### **Why this chapter?**

In order to understand the cultural diversity of India and to understand lifestyles in different regions three states are discussed in detail. Before children learn a lot of unfamiliar state names, they should be familiar with what those different places are like. The three representative states chosen are Rajasthan, Madhya Pradesh and Kerala.

This chapter gives students a perspective on hot deserts and how they affect the life and culture of that particular region. Students are already aware of how their immediate geographical environment affects their lifestyles, and will learn how landforms and climate elsewhere shape the lives of people.

Rajasthan is portrayed through the words of Jigmet who has recently moved there from Ladakh. In the postcards Jigmet sends to Phuntsog, a friend in Ladakh, Rajasthan is described from a Ladakhi perspective. This insider's view helps students understand the region in contrast to their own. For example, Jigmet is in a unique position to explain the differences between a hot desert such as Rajasthan and a cold desert such as Ladakh. Likewise, the cultural differences are explored from a familiar point of view. The postcards describe Jigmet's travels within Rajasthan and portray the diversity within the region itself.

Every region and locality has its own unique characteristics and students should be reminded that just as different parts of Ladakh have different features, so do other places elsewhere. The names Jigmet and Phuntsog are deliberately chosen because they can apply to either gender and thus both boys and girls can identify with the characters in the chapter.

Note that when non-English words are used in an English text, they are normally put in italics. Since italics are not possible in handwriting, the substitute is to underline words that should be in italics.

#### **Role of the teacher**

Like Ladakh, Rajasthan is a desert — dry and barren. The temperature and altitude, however, make all the difference. Students should understand these vast differences. The desert of Rajasthan is a hot desert while Ladakh is a cold desert. Both are deserts because they get very little rain, so very few plants grow except where people irrigate them.

A useful assignment would be to have students write and mail letters or post cards describing their day at school to their family members or friends. This chapter is an opportunity to learn the style of informal letters, and to learn how to address letters and postcards properly.

## Chapter 3

### POSTCARDS FROM RAJASTHAN

**Rajasthan is a land of historic cities, colourful people and beautiful scenery. Let's find out more about this state by reading some letters and postcards that Jigmet has sent from Rajasthan to Phuntsog in Ladakh.**



Camels still carry people and goods in the deserts of west Rajasthan

Dear Phuntsog,

Can you believe it's been 6 months since Abaley was transferred from Leh to Jaisalmer? I miss all of you — I miss our ice hockey games and our treks in the mountains. The only mountain range in Rajasthan, the Aravalli Range, is very far from Jaisalmer!

But then every day I see or hear something here that reminds me of Ladakh. Jaisalmer is surrounded by desert, treeless like Ladakh but sandy with rolling low hills unlike Ladakh. The days are hot and the nights can be very cool, but it never goes below zero.

Rajasthan shares a border with Pakistan, but my father says the border here is peaceful. Sometimes it's so hard to understand the world of adults!

Love, Jigmet

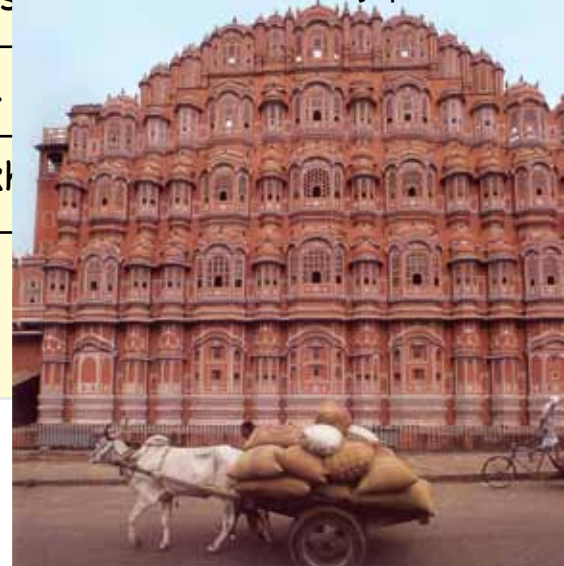


Phuntsog

B.P.O.

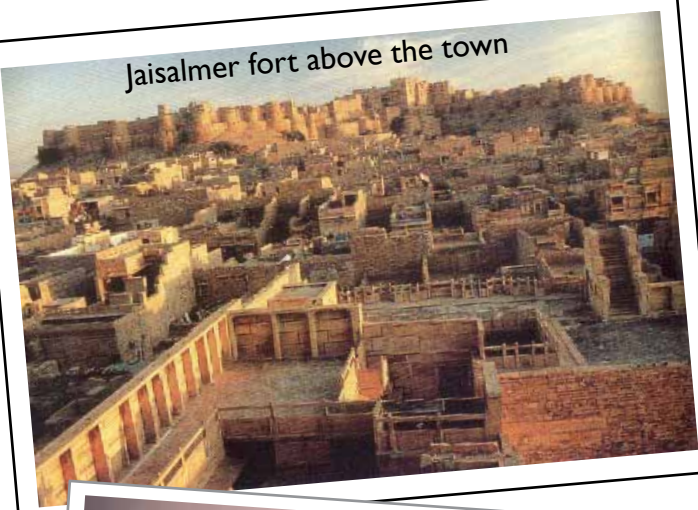
Ladakh

Hawa Mahal in Jaipur

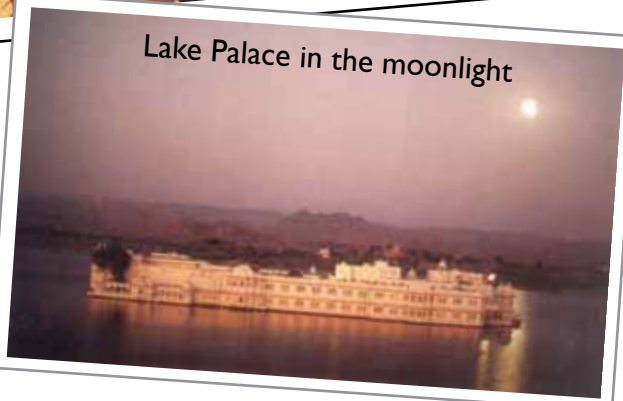




Jaisalmer fort above the town



Lake Palace in the moonlight



Dear Phuntsog,

Everyone says Rajasthan is a historical place. It used to have a lot of kings, who built palaces and forts a long time ago. But Phuntsog, the palaces here are not built just on mountains like the ones in Ladakh. Some are built in the middle of lakes! We saw one called Lake Palace when we went to the city of Udaipur. We had to ride in a boat to reach the door!

Almost every town in Rajasthan has an old fort. Jaisalmer has a fort too. We went there for our school picnic. It is more than a thousand years old. It is so big that almost half the town is inside the fort walls. The view from the fort is beautiful. Everything from the smallest shop to the palace, temples and houses are made of yellow sandstone, so the whole town looks golden in sunlight!

When you visit here, I'll show you.  
Love, Jigmet

Dear Phuntsog,

Jaisalmer is VERY, VERY HOT, and it's not even May. Yesterday the temperature here was 45° Celsius!! But people say the monsoon should start soon and then it'll be cooler. I hope so!

Just as in Ladakh we drink butter tea to keep warm, over here people drink lassi to stay cool.

As far as I can see, the only good thing about this heat is I get to eat a lot more ice cream these days.

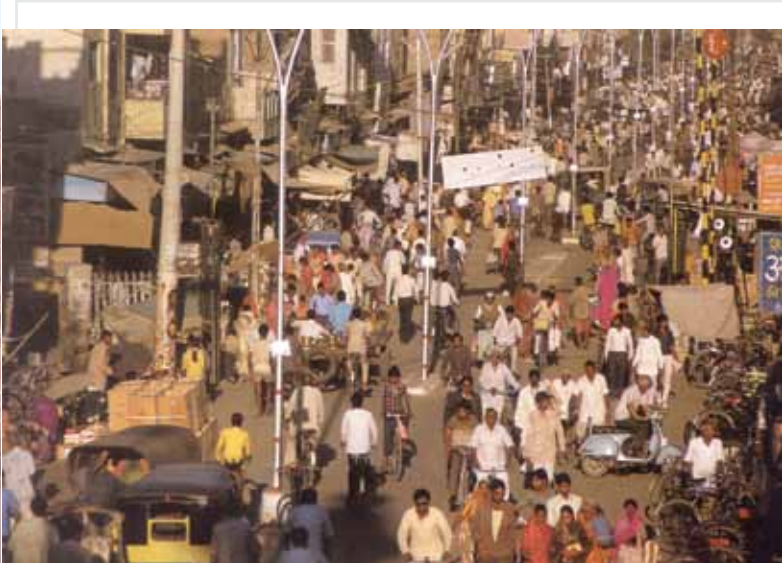
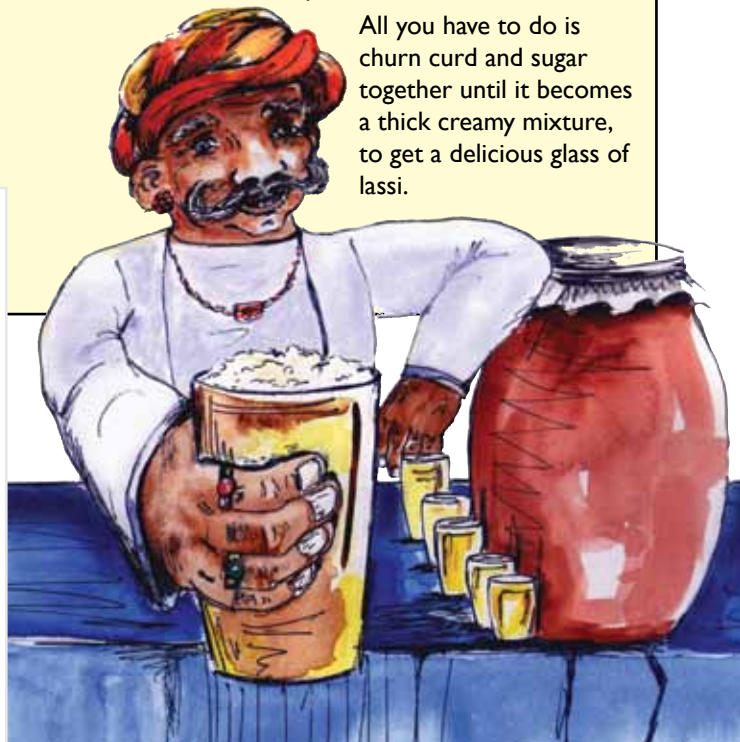
Is it still cold in Ladakh now?

Love, Jigmet



Lassi piyo! Lassi!  
Thandi thandi Lassi!

All you have to do is churn curd and sugar together until it becomes a thick creamy mixture, to get a delicious glass of lassi.





Dear Phuntsog,

Julay from Pushkar! I am here with my friend Rana for the Pushkar cattle fair. Rana's parents told us that every year at least 2,00,000 people gather here, with over 50,000 cattle, camels, and horses for trade. In my whole life, I have never seen so many people and animals in the same place!!

Today we are going to the camel races. The camels here are different from the ones in Ladakh. They have only one hump and less hair. I was always scared to go near camels before, but one of the traders here promised his camels would not hurt me. So I went to take a closer look. I like them better from far away — they have very bad breath!!

Love,  
Jigmet



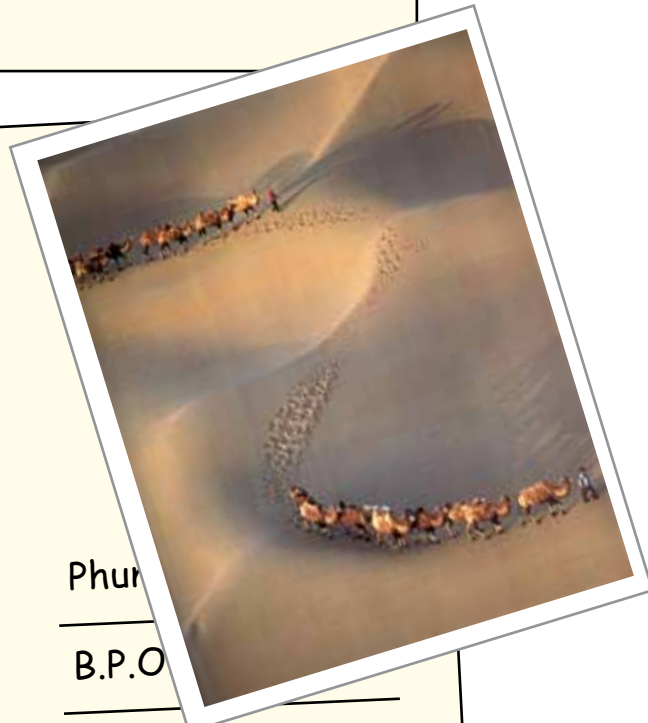
The Pushkar fair

Dear Phuntsog,

How did your exams go? I think I did well... I hope so!

I love Rajasthani food, though it's very different from our Ladakhi food. My favourite dish here is the thali. It has all types of foods and is made on special occasions. It has four kinds of vegetables, two kinds of sprouts, two kinds of dal, curd, wheat and bajra (millet) chapattis, two kinds of rice, papad, pakorras, three kinds of pickles, chutney, two kinds of sweets, plus a tall glass of lassi! Isn't that a lot of food for one person?! I can never finish a whole thali. Amaley says even though Rajasthan is so hot and dry, many different vegetables and millets are grown here. Here we get fresh vegetables all year round. Sometimes at home, we eat basic Rajasthani food — rice, chapattis and dal.

Love,  
Jigmet



Phur

B.P.O

Ladakh 194401

A Rajasthani thali

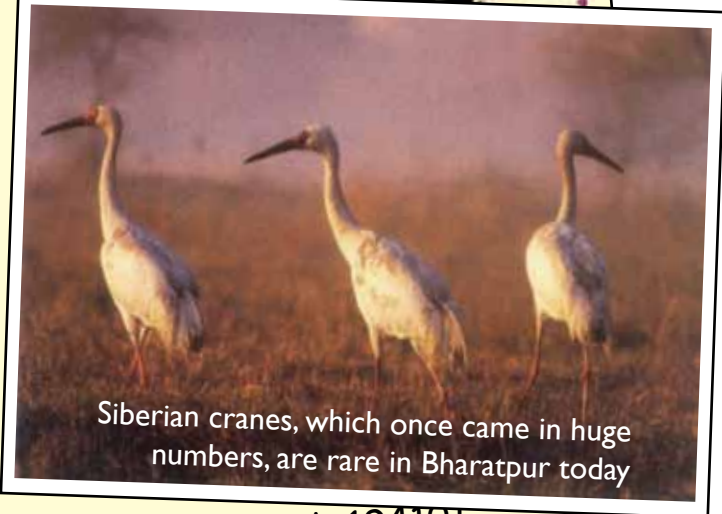




Dear Phuntsog,  
Julay from Keoladeo National Park in Bharatpur! I saw some rare Siberian cranes today. Every year they fly all the way to Bharatpur from Siberia in Russia. I guess it's too cold for them in Siberia like it is for our Black-Necked cranes that leave Ladakh for the winter. It takes them only a week to fly from Siberia to India!

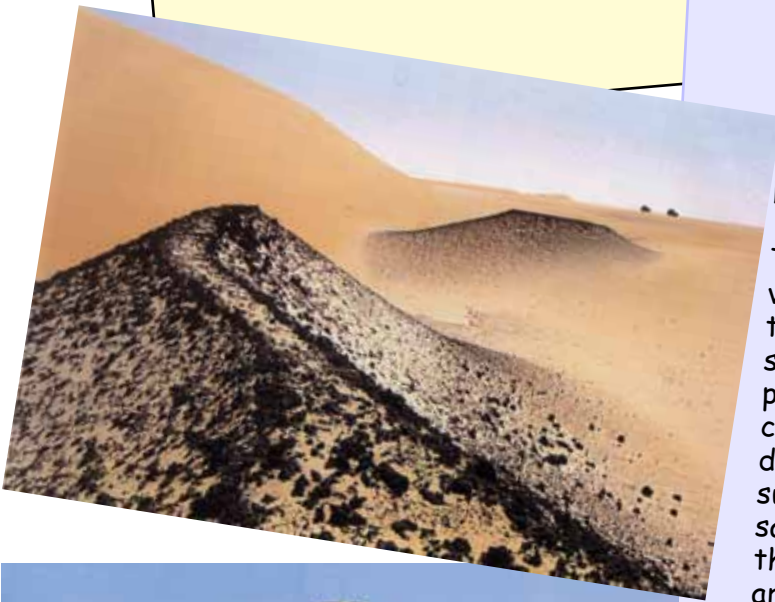
There are so many birds here! Every direction you look, there are thousands of them! My mother says the birds come here because in the sanctuary they are protected from harm and can safely nest. This place is so beautiful!

Love,  
Jigmet



Siberian cranes, which once came in huge numbers, are rare in Bharatpur today

Ladakh 194101

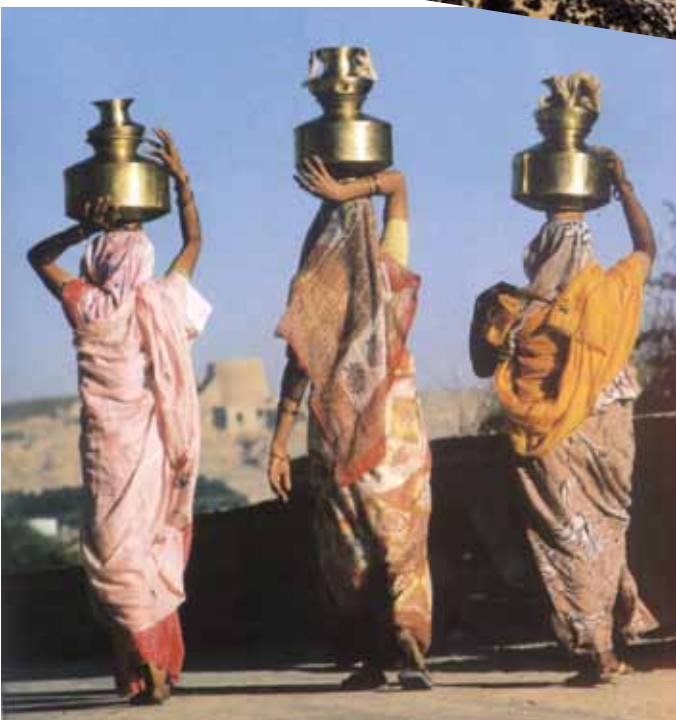


Dear Phuntsog,  
Julay! How were your holidays? I went to Rana's grandparents' village for my holidays. We had to cross the Thar Desert to reach there. On the way we passed huge hills of sand. They looked like the sand dunes I saw near your village in Nubra when I visited your house, but these were much bigger. The winds here are so strong that they slowly shift the sand from place to place. We almost got lost because it had completely covered the road. This place is very dry and gets even less rain than Ladakh. I was surprised to see bushes and grass on some of the sand dunes. Rana told me the villagers planted them to try to stop the sand from being blown around by the wind.

On the other side of Rana's village is a rocky desert. It doesn't have much sand, only barren hills and rocks with a few bushes.

When we reached Rana's village, we had lunch of bajre ki roti (millet bread), fresh butter and pickles, and a glass of lassi. After lunch, Rana showed me the fields. Since they don't have much water, they only plant crops that don't need much water, and they get only one crop per year, which grows during the monsoon season.

Rana's grandparents have an underground tank to store rainwater. They use the water for the whole year. When the tank gets empty, they



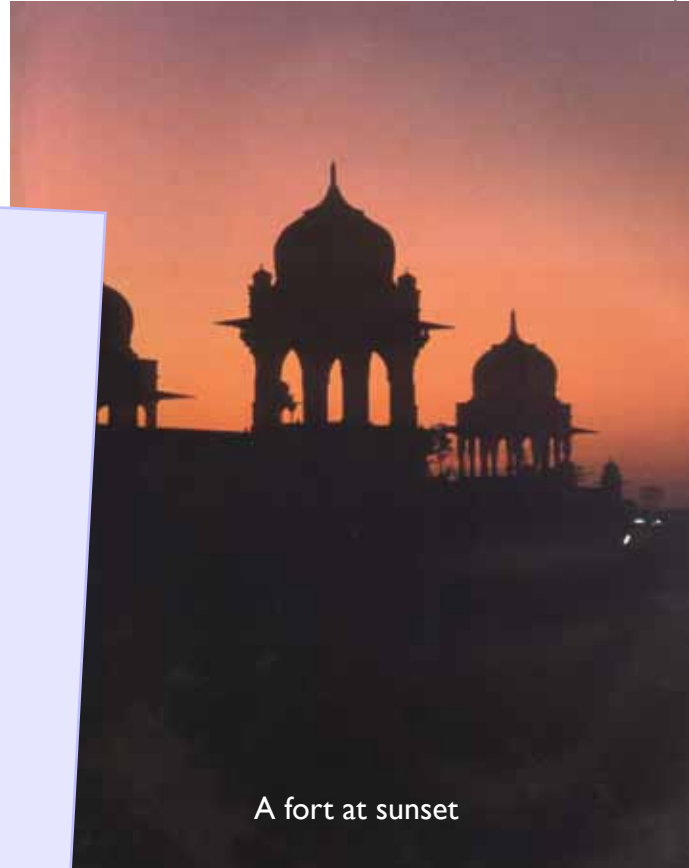
have to get water from a far-away village on a camel cart or donkeys. For drinking water they use small wells, about 15 to 20 feet deep. Rana said it is every villager's responsibility to keep the area around them clean. The village also has a pond that is used by animals as well as people for washing clothes and bathing. Some rich people have deep tube wells which give clean water all year.

Rana's family owns around 200 sheep, 50 goats, 30 cows and 20 camels. Rana's grand-mother told me Rajasthan is India's largest wool producer!! Can you imagine that in a place that is so hot?!

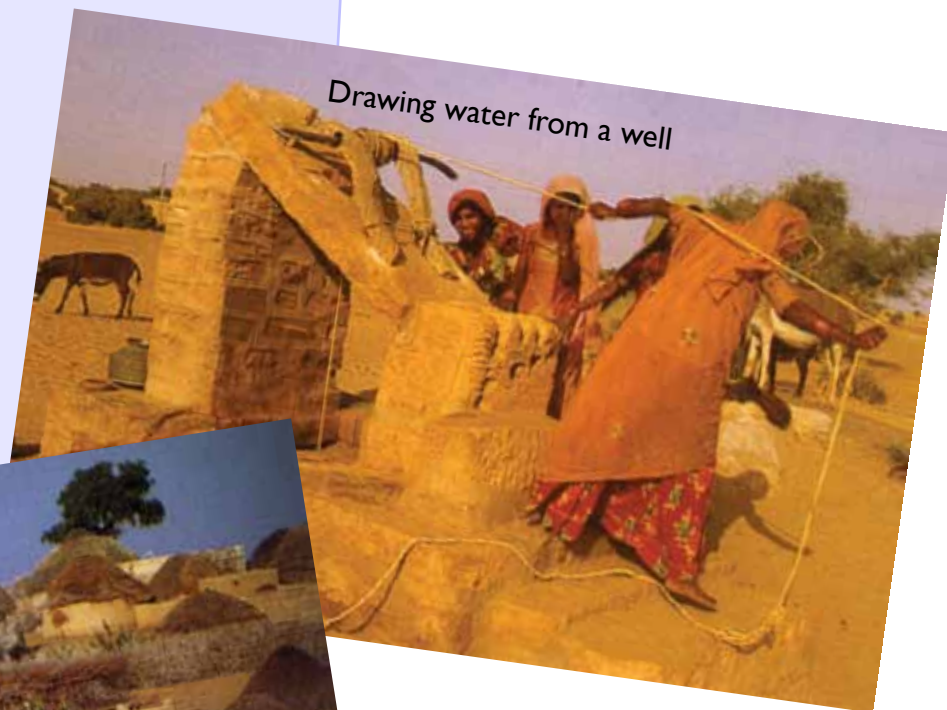
With this letter I'm sending some photos that I took.

As much as I hated leaving Ladakh, Rajasthan has been full of exciting experiences. I hope you can come visit. Give my julay to everyone. We are coming home for the summer holidays so I'll see you soon!

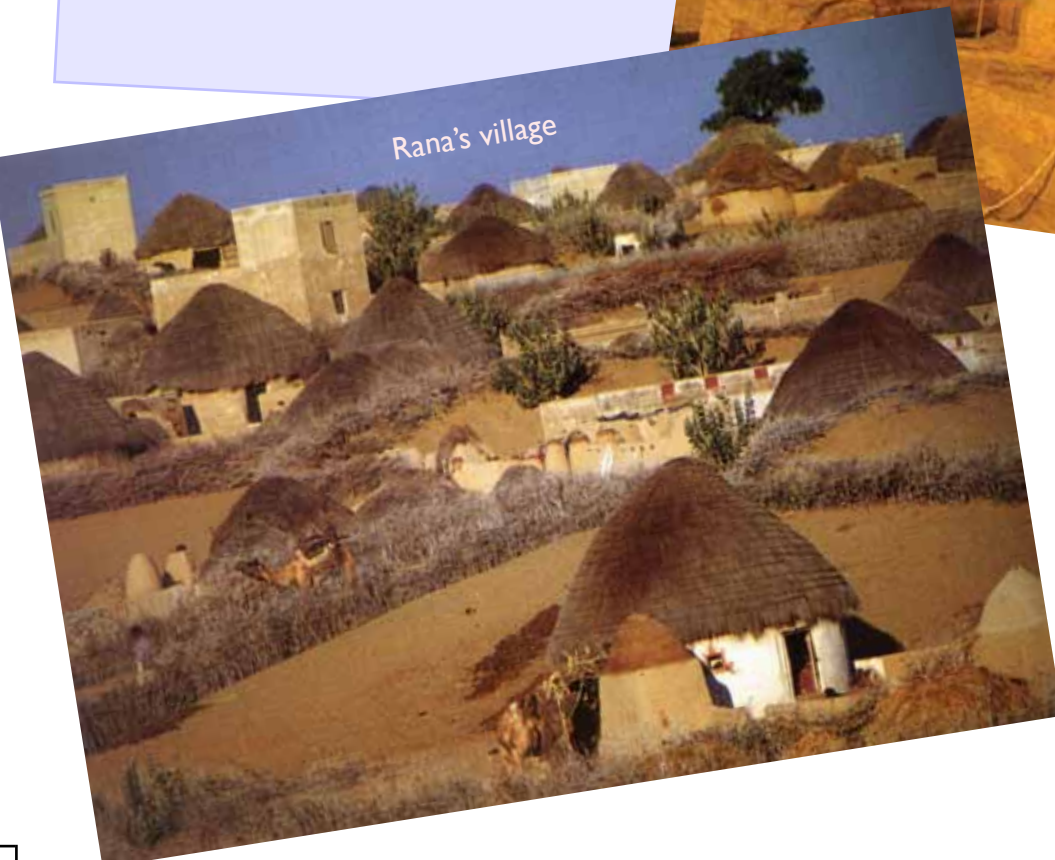
Love,  
Jigmet



A fort at sunset



Drawing water from a well



Rana's village



## EXERCISES

### I Answer the following questions

1. What is the name of the mountain range in Rajasthan?
2. Name two cities in Rajasthan.
3. What is the Pushkar fair?
4. Name two things that people in Rajasthan like to eat.
5. Name a bird that migrates to Rajasthan.

### II Fill in the blanks

1. Jaisalmer is famous for its large \_\_\_\_\_ which houses half the city.  
(temple/ fort)
2. Camels in Rajasthan have \_\_\_\_\_.  
(one hump/ two humps)
3. People draw drinking water from \_\_\_\_\_ and \_\_\_\_\_.  
(wells, rainwater tanks, ponds, the ocean)
4. \_\_\_\_\_ has a famous bird sanctuary in Rajasthan.  
(Bharatpur/ Jaipur)

### III Match the following two columns and write complete sentences.

- |                                     |  |
|-------------------------------------|--|
| 1. Rajasthan                        | a. in underground tanks.                       |
| 2. People in Rajasthan              | b. fly to Keoladeo National Park in Bharatpur. |
| 3. Every year the Siberian Cranes   | c. drink lassi to stay cool.                   |
| 4. In Rajasthan rainwater is stored | d. share a border with Pakistan.               |

### Things to do

1. Discuss in your class how fields are irrigated in Ladakh, which is also a desert. Compare this with crops growing in Rajasthan.
2. Do people get and store water in your village in the same way as people do in Rajasthan?
3. What are camels used for in Ladakh? Are they used for the same purpose in Rajasthan?

## VOCABULARY

scenery	མ་ཐོང་གསལ་ཅན། མིག་མ་ཐོང་།
to surround	མཐའ་བསྐོར་ཏེ་ཡོད་ལུས། དཀྱིར་བསྐོར་ཏེ་ཡོད་ལུས།
rolling low hills	སྒང་།
to trek	རིའ་འགྲུལ་བྱས།
cool	བསིལ་མོ།
fort	དམག་ར། (རྟ་ལ།)
to ride	བཞོན་ཏེ་ཆ་བྱས།
to churn	སྒོག་བྱས། སྒྲག་བྱས།
curd	ཞོ།
cattle	བ་ལང་གཡག་འབྲི་དང་མ་ཉེ་སོགས།
fair	ལྷན་མོ།
to race	བར་སྒྱར་གཏང་བྱས།
hump	ར་ཐོང་གི་ཆེགས་བ། ཟེ་ཡ།
trader	ཚོང་བ།
dish	འདོན་ཐང་།
sprouts	སྒན་མ་དང་དལ་སོགས་སྒྲེ་མཁན།
millet	འབྲུ་ཕ་མོ་ཅན་གྱི་བྲོ་ནས་ཀྱི་རིགས་ཤིག།
chapatti	ཏ་གི་སྒབ་མོ།
rare	དཀོན་མོ།
sanctuary	སྤང་སྦྱོབ་བྱོ་ས།
sand dune	བེ་མའི་རི།
to shift	སྒོ་བྱས།
bush	བྱར་ཅེ་དང་འོམ་བྱ་སོགས།
barren hill	རི་སྒོང་།

## *Notes for the Teacher*

### **Chapter 4: Life in Madhya Pradesh**

#### **Why this chapter?**

The chapter on Madhya Pradesh explores a region at the very heart of India. The landscape consists mostly of low hills, forests and plateaus. The state and its people are described through the words of Manno, a school child. The simplicity of the explanations should make it easy for students to understand such concepts as the monsoon, which are completely alien to Ladakh.

The chapter describes animals and birds such as tigers, leopards, blackbucks and peacocks. Temples, forts and other historical buildings of Madhya Pradesh are also mentioned in the chapter. Additional class discussions can be held about these topics if desired.

#### **Role of the teacher**

When dealing with unfamiliar places and creatures, people often have mistaken ideas and beliefs. As a teacher it is important to find out if the children have any pre-existing notions which might be myth or exaggeration.

Students should be encouraged to share any previous information or ideas that they might have. The truth behind these ideas should then be discussed and clarified in class.

## Chapter 4

### LIFE IN MADHYA PRADESH

**Look at the political map of India. Which are the neighbouring states of Madhya Pradesh?**

**If you were travelling from Leh to Madhya Pradesh, which states might you cross?**

**Madhya Pradesh is the second largest state in the country. Look at the map and name the largest state.**



Hello! My name is Manno. I live in a village in Madhya Pradesh. My village is near a forest. As I walk to school through the forest I will tell you about my state.

The name Madhya Pradesh means “Central State” in Hindi. My state is right in the centre of India. Most of the state is made up of plateaus and hills.

It's March now and the summer is very hot and dry. The trees in the forest have lost all their leaves. It will be like this till June.

I'll be so happy when the monsoon begins in June and the trees will sprout new leaves and the grass will turn green! It will rain almost every day till September. On days when it rains very heavily we don't have to go to school. We can play in the rain all day.



A plateau is a region higher than the plains, but a plateau is not like a mountain, because it has a flat top, like a table. A plateau is sometimes called a 'tableland'. One of the plateaus in Madhya Pradesh is called the Malwa Plateau.

A peacock





When it's raining, we sometimes see different animals and birds. Once we saw a peacock dancing. My brother and I have seen many different animals like elephants, leopards, spotted deer, blackbucks and monkeys.

Our parents tell us to be careful when we walk through the forest because of the tigers, but I have never actually seen one. My father says this is because most tigers have been killed. Only a few of them are left in our forest.



One of India's most famous national parks is in MP. It is called Kanha National Park.



Spotted deer

I'm feeling hungry now — I hope I meet my uncle on the way. Like most people in my village he collects fruit, nuts and other things to eat from the forest. We also get firewood and wood to build our homes from the forest.

My friend and I help collect firewood. Her village is not near the forest. Her parents are farmers. They grow soya beans, corn, sugarcane and cotton.

All of them look forward to the rains as much as I do, because their crops only grow when there is rain. They can grow crops like wheat and *dal* in winter if they have water, so some farmers store water from the monsoon in wells and ponds for the winter crop.



Leopard



Blackbucks fighting





Bhopal

I have studied about MP's big cities and beautiful places. They seem very different from our village. When I grow up I want to see all these places. I want to travel by train to see the forts of Mandu and Gwalior, the Hindu temples in Khajuraho, and the Buddhist stupa in Sanchi. Maybe I can even study in a big city like Bhopal, Indore or Jhansi.

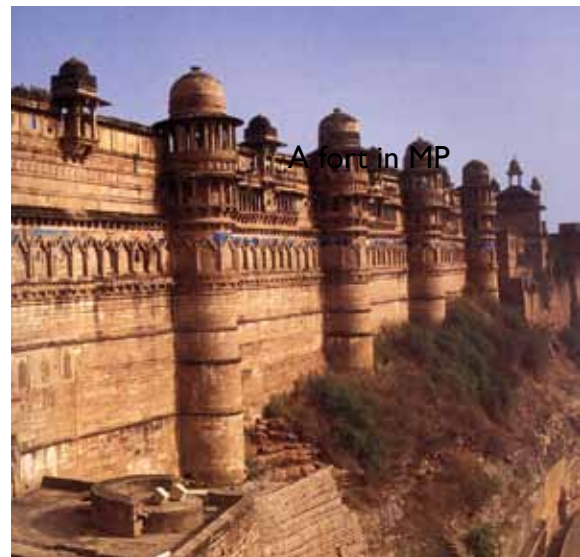
My teacher is from Bhopal, the capital of MP. There are many offices and factories there. He tells us about people from other states that come to live and work in busy Bhopal. If you go there you can enjoy eating different kinds of food. Most people in MP speak Hindi at home. But there are many other local languages as well as languages from other states.

Oh! There goes my school bell! I'd better hurry!

Have you heard of Queen Rani Lakshmibai of Jhansi? More than a hundred years ago she fought against the British to protect her kingdom. At that time, very few women led armies into battle.



A temple in Khajuraho



A fort in MP

The ancient Buddhist Stupa at Sanchi



**EXERCISES:****I Answer the following:**

1. Why is a plateau also called a tableland?
2. Describe the monsoon season in MP. Why is it important for farmers?
3. What animals can be found in the forests of MP?
4. Where is the famous Buddhist stupa in MP? Locate it on the map.
5. Name three big cities in MP.
6. Name three crops that grow in MP.

**II Fill in the blanks with the words given below:**

central state    second    winter    monsoon

1. Madhya Pradesh is the \_\_\_\_\_ largest state in India.
2. The name Madhya Pradesh means \_\_\_\_\_ in Hindi.
3. The rainy season is also called the \_\_\_\_\_.
4. Farmers in MP store water in wells for the \_\_\_\_\_ crop.

**Things to do:**

1. Tigers are an endangered species in MP. Find out which animals are endangered in Ladakh.
2. Have any of you travelled by train? Ask somebody who has travelled by train to describe the journey to the class.

## VOCABULARY

corn	མ་ཚོས་པའི་ལོ་ཏྲག (མ་ཀ།)
cotton	རས་བལ།
nuts	ཅི་གུ་དང་སྒར་ག་སོགས།
stupa	མཆོད་རྟེན།
to hurry	མགྱོགས་པ་ཆ་བྱས།
kingdom	རྒྱལ་སྤྱི།
battle	དམག་འཐབ།
endangered	རབས་ཆད་ཀྱི། སྤོངས་ཆ་ཀྱི།



## *Notes for the Teacher*

### **Chapter 5: A friend from Kerala**

#### **Why this chapter?**

This chapter moves us from the central part of the country to the southern tip of the Indian peninsula. The students learn about Kerala from a gull who migrates to Kerala from Ladakh every winter. As the gull tells Ali about Kerala, Ali asks questions that might occur to any child from Ladakh.

This chapter introduces students to the coastal region and about how the sea influences the life and culture of the people living by it. Students are introduced to such plants as palm trees, banana trees and rubber trees that flourish in Kerala's moist tropical climate.

The species Brown-headed Gull does in fact migrate between Ladakh and the coasts of South India.

#### **Role of the Teacher**

As mentioned before, it is always helpful to supplement the chapter with additional pictures and visual information if possible. The ability to visualize something unknown can greatly facilitate understanding. This is especially relevant in the case of Kerala because its terrain, climate and culture are so unfamiliar to most Ladakhi children.

## Chapter 5

### A FRIEND FROM KERALA



Ali looked down from the road at Nyemo where the two great rivers, Zangskar and Indus, meet.

“Where are you, my friend?” he shouted. “Why haven’t you come yet?”

It was the first week of May. Ali had been coming to this place every day for a week, but he had not found his friend yet.

Finally, today he got his answer. “My dear Ali, here I am!” the loud cry came from the riverbank.

His friend then flew up and sat on a rock close to Ali. She was a Brown-headed Gull.

“Why do you go away every winter?” asked Ali. “And you come back after so many months. I miss you so much!”

“I miss you too,” said the gull. “But you know I can’t bear the cold, so I go away to a warmer place for winter. Then I come back to Ladakh in May.”

“Where do you go, my friend?” asked Ali.

“I go to the state of Kerala in the south of our country, on the coast. It’s a long way from here.”



**Look at the map of India. If you had to travel from Kerala to Jammu and Kashmir along the western side of India, which states would you cross?**



“Does the sea look like our rivers?” asked Ali.

“Oh no,” said the gull, “The sea is so big you can’t see the other side. The water is warm and salty, and it comes in waves to touch the shore. There are many different kinds of fish there, some as big as you, and some even bigger. And though it’s sometimes cool in winter, it’s never as cold as Ladakh’s winters.”

Ali was upset. “I think you like Kerala more than Ladakh. Go away!”

“No, no,” said the gull. “I love Ladakh very much. That is why I come here every summer to lay my eggs and raise my young.”

Thiruvananthapuram



Ali felt better. "Is Kerala as beautiful as Ladakh?" he asked.

"It is," said the gull, "but in a different way. You won't find such big mountains there. It is much hotter and has more rain than Ladakh. It is very green."

"What do people do there?"

"As in all big cities, people in Trivandrum and Cochin do different things. In many of the coastal villages of Kerala, most men are fishermen."

"What do fishermen do?" asked Ali.



"Most people in Kerala like to eat fish, so fishermen can sell as much as they catch. They wake up very early in the morning and go to sea in large rowing boats. Sometimes, almost all the men of the village go fishing. They go in groups of ten to fifteen in each boat."

"Don't women go fishing too?"

"No – they do other things. They sell the fish in markets. When they want to dry fish, they rub salt into them and put them in the sun. In the rainy season, from June to August, fishermen have a very hard time. It is dangerous to go out to sea during the monsoon because of the storms."

"So it rains a lot there?" Ali wanted to know.

"Oh yes, lots," said the gull, "All the rain makes a lot of trees and plants grow. During the monsoon, it sometimes rains without stopping for days. At other times it just rains for part of the day. The most important tree in Kerala is the coconut palm."

It is very useful. People eat the coconut raw, and use it and its oil in cooking. They even put coconut oil in their hair. The fibre of the coconut is used for making ropes. The palm's long leaves are used in roof making."

"Are palms as tall as our poplar trees?" asked Ali.

"Almost as tall, but it has a thicker darker trunk. And its leaves grow only from the top of the trunk. The leaves look different and they're very big — bigger than you!."



Coconut palms grow near the water.





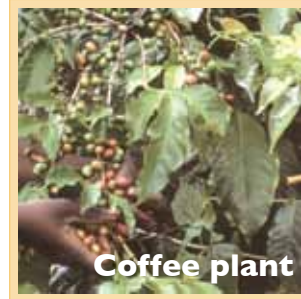
“But there aren’t any great rivers there like the Indus, are there?” asked Ali.

“There are a lot of rivers, but they aren’t as big as the Indus River. They flow down from the hills and join the sea. The hills are covered with dense dark forests. Some trees, such as teak, have valuable wood, and people also grow coffee, tea, rubber and bananas. Kerala has always been famous for spices like cardamom and pepper that grow so well there. ”

“Tell me more,” said Ali.



**Banana trees**



**Coffee plant**



**Pepper plant**



Elephants are important animals in Kerala both for the temples and the rest of society. Normally, they are used to transport heavy things. On special occasions, elephants are decorated like the one above.

“In some places on the Kerala coast, the sea enters the land. In Kerala we call these places the Backwaters. The water is very calm here, and there are no waves. Some rivers flow into them so the water is not as salty as seawater. People travel around the area in boats. The land around the Backwaters is very wet and there are a lot coconut trees. People also grow rice around these areas.”

“Are there ships in the sea?” Ali wanted to know.

“Oh yes. Big ones! In Kerala I go to a city called Cochin. It’s a port, so I see lots of big ships there.”

“What’s a port?”

“A port is where ships come next to the land so that things can be unloaded and loaded. They carry all kinds of things like cloth, spices, oil and steel to different countries. Some ships carry people, and some are for fishing. The fishing ships go far out to sea and catch fish with very large nets. They can store the fish for weeks on ice in refrigerators inside the ships. My friends and I fly alongside the fishing ships as they come back into port, and the fishermen throw us bits of food. We catch it right in mid air.”





A boat on the backwaters

“How wonderful! I wish I could visit Kerala. I would love to see the sea,” said Ali.

“Yes if you visit me, I would show you everything.

“I’m so glad you came to greet me here today. Now I need to go find a good nesting place to lay my eggs in. See you tomorrow, Ali!”

And off she flew towards the river.



Kerala food is very different from Ladakhi food. On important occasions, special food is served on a banana leaf. This includes rice, many kinds of vegetables, and sweets.

On festivals and other special days, people decorate their homes with designs made with colourful flowers.



## EXERCISES

### I Answer the following questions:

1. How does the Brown-headed Gull describe the sea?
2. What do fishermen do?
3. What different things do people get from the coconut trees?
4. Why does Kerala have dense forests? Name some of the plants and trees you can see in Kerala?
5. Why is the water in the Backwaters less salty than the sea?

### II Fill in the blanks with the correct word or phrase:

lay eggs      Backwaters      port      Kerala      coast

- 1 The Brown-headed Gull flies to \_\_\_\_\_ from Ladakh every winter.
- 2 The state of Kerala is on the \_\_\_\_\_ of South India.
- 3 The place where the sea enters the land in Kerala is called the \_\_\_\_\_.
- 4 A \_\_\_\_\_ is a place where ships come to load and unload things.
- 5 The Brown-headed Gull comes back to Ladakh to \_\_\_\_\_ in the summer.

### Things to do:

- 1 In the story, the Brown-headed Gull describes the sea to Ali. How would you describe a river going through mountains to a friend who has never seen rivers or mountains before?
- 2 Name five Ladakhi trees or plants. What are their uses.



# VOCABULARY

to shout	གྱ་ཙ་གཏང་བྱས།
to bear	བཟོད་ཐུབ་བྱས།
shore	རྒྱ་མཚའི་མཐའ་མ།
to raise	ལྷན་བཅུག་བྱས། བསྐྱོང་གཏང་བྱས།
upset	མཆིང་ཀ།
rowing boat	ལག་པ་དང་སྐྱལ་མཁན་གྱི་གྲུ་ཡང་ན་ཀིཤ་ཏི།
to rub	མཉེ་བྱས།
storm	སླང་ཚུབ་བྲག་པོ།
fibre	སྐད་པ་སྤྲོད་དང་རལ་སོགས།
dense	ཙག་ཙག་ མའ་མང་པོ།
teak	ཤིང་སྲན་ཏེའི་རིགས་ཤིག།
cardamom	སུག་སྒེལ། (ཞེ་ལ་ཅི།)
pepper	མོ་བ་རིལ་བྱ།
to enter	ཞུགས་ཆ་བྱས།
bits	ཆ་ངན་ཚུ་དྲན།
glad	འཐད་པོ།
refrigerator	ཁར་ཇི་དང་འོ་མ་སོགས་གང་མོའ་འབོར་བྱས་ཀྱི་མི་ཤིན།

## ***SPECIAL SECTION***

### ***The States and U.T.s of India***

**The States of India**

1. Jammu and Kashmir
2. Himachal Pradesh
3. Punjab
4. Uttaranchal
5. Rajasthan
6. Haryana
7. Uttar Pradesh
8. Bihar
9. Sikkim
10. Assam
11. Arunachal Pradesh
12. Nagaland
13. Manipur
14. Mizoram

15. Tripura
16. Meghalaya
17. West Bengal
18. Jharkand
19. Chattisgarh
20. Madhya Pradesh
21. Gujarat
22. Maharashtra
23. Orissa
24. Andhra Pradesh
25. Karnataka
26. Goa
27. Tamil Nadu
28. Kerala

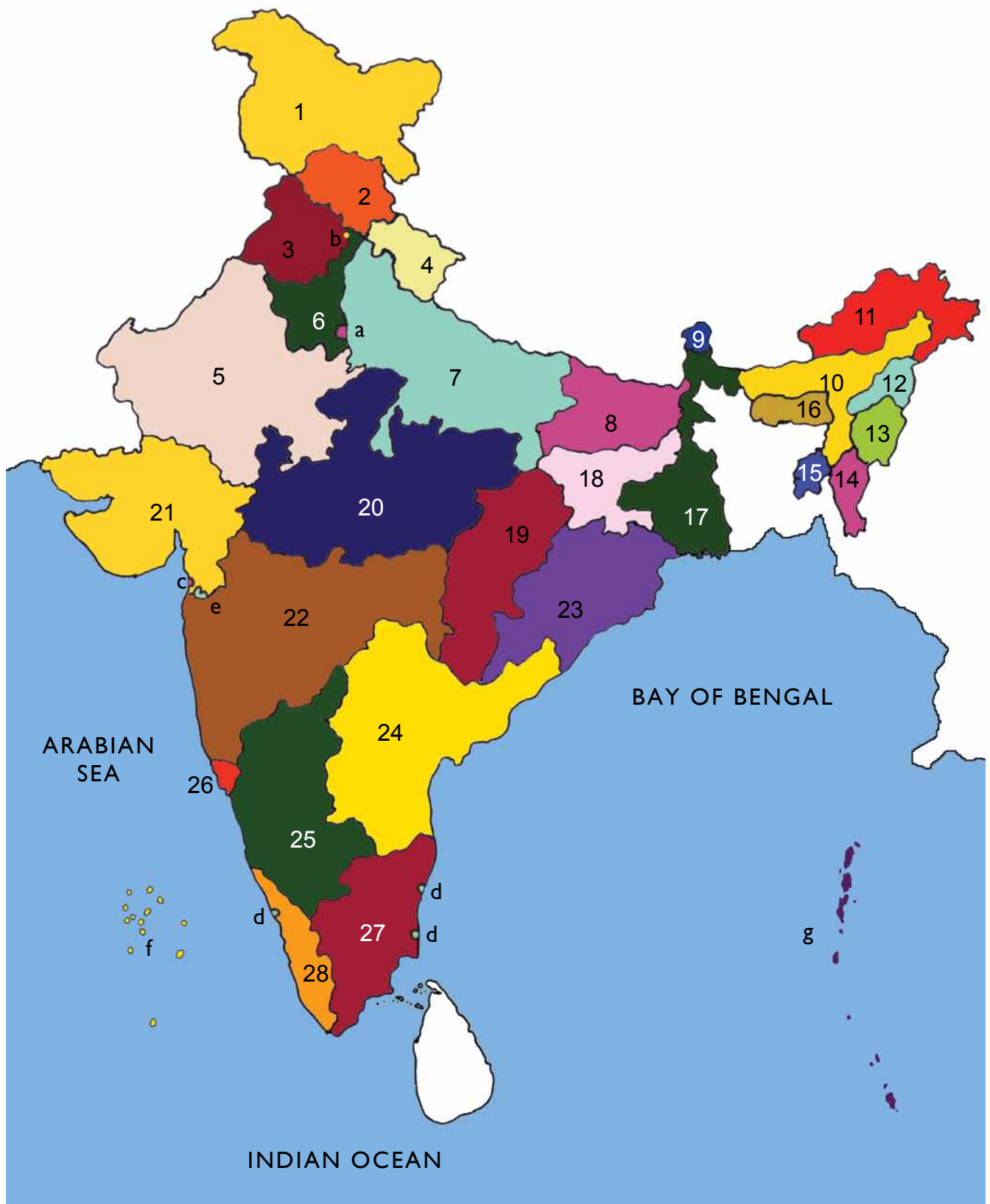
**Union Territories**

- a. Delhi
- b. Chandigarh
- c. Daman and Diu
- d. Pondicherry
- e. Dadra and Nagar Haveli
- f. Lakshadweep Islands
- g. Andaman and Nicobar Islands

### ***Just for Fun***

**Find all the states and union territories on the map, and then see if you can find the answers to these questions.**

- 1. Name all the states that begin with the letter 'M'.**
- 2. Name all the states that lie on the western coast of India.**
- 3. Name all the states on the eastern coast of India.**
- 4. Which states begin with the letter 'T'?**
- 5. Which states end with the letter 'A'?**
- 6. Name those states which do not touch the sea.**
- 7. Name the sea that touches the west coast of India.**
- 8. Name the ocean that lies to the south of India.**
- 9. Name the islands in the Bay of Bengal.**
- 10. Name the islands in the Arabian Sea.**





## *Notes for the Teacher*

### Chapter 6: Living Together

#### Why this chapter?

This chapter gives students a picture of everyday life in the past in Ladakh. In earlier times, Ladakh was closer to being self-sufficient than it is now. This was because of:

- 1 Co-operation between individuals within communities. For example, families helped more often in each other's fields with agricultural activities such as ploughing, harvesting, and threshing.
- 2 Trade between communities. For example, people from different regions used to exchange their surplus produce. Sham, which was famous for production of barley and fruits used to exchange their surplus produce with traders from Changthang for wool, pashmina, and salt. Each region had its own traditions of trade with other regions.

This chapter also tries to give a clear picture of the earlier social environment of Ladakh — the irrigation system which was run with the help of social institutions such as *churpon*, and *phaspun* and how it helped the family and improved community stability.

#### Role of the teacher

Times are changing. More and more Ladakhis have non-agricultural income sources. Agriculture is now becoming less economic because of the rising cost of labour in Ladakh and the relative low cost of grain and other commodities brought in from elsewhere in India, especially the subsidised or rationed food. Discuss how these changes may effect the community.

Ask students if they have seen acts of co-operation between individual members of their village community. Did co-operating increase the efficiency with which the task was accomplished?

Ask students about other traditional roles and forms of co-operation in the village, which may include *bes*, *res*, *goba*, *lorapa*, and others. Different villages may have different names and/or different posts.

## Chapter 6

### LIVING TOGETHER

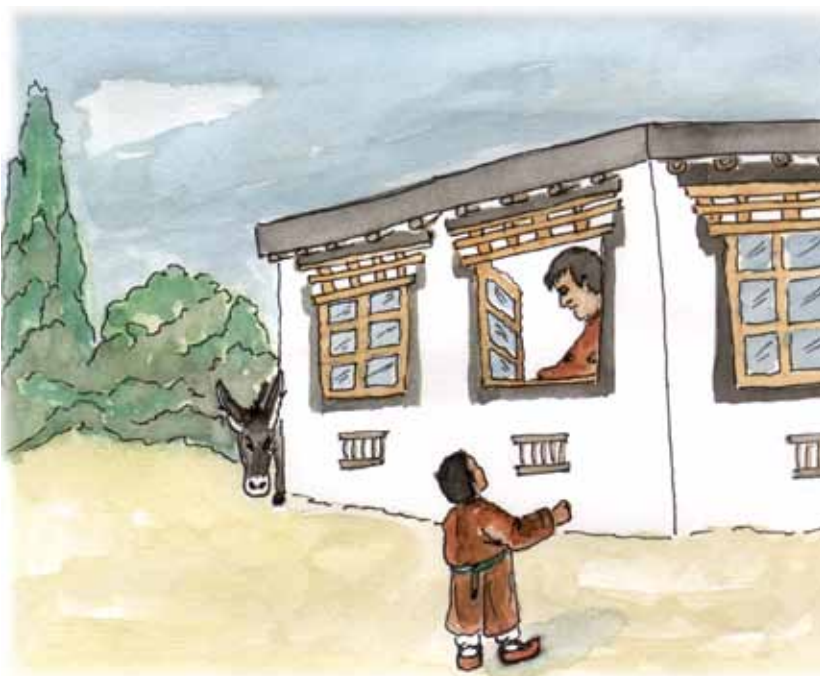
Spalkar was a donkey born more than a hundred years ago in a village in the Sham valley of Ladakh. He was black and had a white spot on his forehead that everybody liked. He lived in a stable with his mother, a few goats and a *dzo*.

A week after Spalkar was born, his mother began work again. Village people filled sacks with manure and his mother carried them to the fields.



One day Spalkar heard two men speaking to each other. One of them said, "Tomorrow we will plough Tsering's field. I will take my *dzo*. Bring your *dzo* too".

Every evening for the next few days, the *dzo* came back very tired. One evening he said "I have been ploughing different fields in the village every day. First a man scatters the seeds in the field. Then we plough the seed in. The village people help each other a lot."



**Draw a picture of ploughing in your village.**

**What songs do people sing while ploughing?**

**Why do you think people help each other plough?**

Once Spalkar sneaked through the door of his stable and walked around the village. He saw people watering their fields. But some fields had no water. Spalkar asked a *dzo* in one of the fields why this was so.

The *dzo* told him about the *churpon*. The *churpon* has the important job of making water available to every field in the village. The *churpon* opens up channels from the stream to let water flow to different fields on different days. A family getting water goes to their fields to direct the water into smaller channels. Spalkar watched a woman with a shovel making the water reach all corners of her field.



**How does the water manager (*churpon*) in Spalkar's village help village people live together? Discuss.**

**Does your village have a water manager?**

A few days later, Spalkar was kept awake by people singing and dancing until late at night. Spalkar's mother said that their master's son was getting married. All the *phaspun* made arrangements for the marriage party. She told him that a *phaspun* was a group of families that come together to help whenever there was a ceremony, birth, death or marriage. Last year when master's grandfather died the *phaspun* took on the responsibilities, so the family could mourn the death. Spalkar kept thinking about what his mother told him and decided that he would cooperate with the other animals in his stable.

**Is your family part of a *phaspun*? Or are there any other groups of families in your village that help each other?**

**Why do families of a *phaspun* come together in good and bad times? How does this help everyone? Ask the elders of your family and find out.**

Several weeks later the family sharpened their sickles. It was harvest time. Men and women from different families came together on the day of the harvest. While harvesting they sang together. Spalkar's mother carried huge bundles of barley to a corner of one of the fields. A child tied a small bundle for Spalkar to carry too, and he was very happy. There





were bundles of barley everywhere.

After harvesting, they did the threshing. Together many members of different families repaired the threshing ground.

All the families brought their *dzos* and donkeys to the threshing ground. For the first round of threshing the big *dzo* was tied near the centre and Spalkar's mother was on the outside. They walked over the barley for many hours. A woman walked behind the *dzo* and donkey with a basket to catch the dung. Spalkar laughed to see it.



**Do different families help each other during threshing and harvesting in your village?**

**Do people thresh grain with animals or a machine?**

As Spalkar grew older he began to think, "These people are really happy. They grow every thing that they need, and they help each other with all their work".

**Do you agree with Spalkar?**

In Spalkar's village one hundred years ago, the people grew wheat, barley, peas, apricots, mustard for oil, and some vegetables.

**What things might these people have had to bring from outside?**

Don't forget Spalkar lived before there were roads in and out of Ladakh, and before there was government rations. No villages or cities ever produce everything they need. Let's see how Spalkar's village got the other things they needed:

During his life Spalkar travelled to many different parts of Ladakh. His first trip, when he was two years old, was from his village in Sham to Sakti. One member from each family in the village went on the trip to get salt. All of them travelled together after the ploughing. There were around five men and fifty donkeys carrying dried apricots, barley and wheat.

When they reached Sakti, they saw thousands of sheep. Spalkar asked one of the sheep where they came from, as they looked very different. The sheep said that they came from Changthang. This sheep had come from the lake near Rudok. They had carried salt on their backs. Spalkar said that it was the first time he had heard of sheep carrying things on their backs.

The sheep said that the people from Changthang did not have enough barley or wheat, but they had a lot of good wool, butter and salt. So they came to Sakti every year to



trade with Shammās. He added that at Sakti the sheep lived in the village's fields. The villagers were happy to keep them for their manure.

On the way back from Sakti, Spalkar carried some salt while other donkeys in the group carried wool.

The next year Spalkar was sold. His new master took him trading every year. The first time he went to Changthang, they walked all night. It took many days. On one such trip, they met nobody for four days. On the fifth day, they met a man on a hill with many sheep. Spalkar's new master and the man on the hill had a long talk and agreed that they would come back to the same place the next year. They planned to exchange barley, wheat, and dried apricots for wool, butter, and salt.



**What did the sheep from Changthang carry on their backs? What did the donkeys carry?**

**How did people of Sham get their salt?**

Every year they went trading, and Spalkar saw many different places. He carried butter from Zangskar and apricots from Kargil. Once he even went with a big group of traders and animals to Lhasa in Tibet, which took several months.



One day he met his old friend the *dzo*. The *dzo* told him all the news from the village and asked him about his life. Spalkar told him about some of the places he had seen. He also said, "Remember how the people of our village helped each other with their work? Now I understand that in the same way, people depend on each other over long distances, too. If they can't produce something in one place, then they go and trade for it with people who can produce that thing."

"Yes," said the wise old *dzo*, "None of us can survive alone. We all depend on each other." And the two of them went off to eat some grass.

## EXERCISES

### I Answer the following questions

- 1 Animals are still very useful to our lives. Make a chart of all the animals in the chapter, and describe how people use them.
- 2 How did nomads in Changthang get their barley and apricots?
- 3 Do people in your village exchange things they have for things they need? Or do they only use money to buy and sell things?
- 4 What are some items you can buy only with money? What are some items you exchange for other things?
- 5 Explain the role of a phaspun.

### II Fill in the blanks

1. People in Sham and Changthang exchanged \_\_\_\_\_ and \_\_\_\_\_.
2. People in Zaskar and Changthang exchanged \_\_\_\_\_ and \_\_\_\_\_.
3. People in Sham and Zaskar exchanged \_\_\_\_\_ and \_\_\_\_\_.

### III Modern trade

There are many things that we do not make or grow. They come from different parts of the country and other parts of the world. Find out where we get the following things by looking at the label or packet, and by discussing it in class with your teacher.

Butter \_ \_ \_ \_ \_

Matches \_ \_ \_ \_ \_

Wheat flour \_ \_ \_ \_ \_

Rice \_ \_ \_ \_ \_

Notebook \_ \_ \_ \_ \_

Pencils \_ \_ \_ \_ \_

Thermos \_ \_ \_ \_ \_

What are some other things that you have in your house or school that come from outside Ladakh?



# VOCABULARY

sack	ཐོ་རི། མད་ཅ།
to scatter	བཟུམ་བུས། གཡོག་བུས།
to sneak	བརྒྱ་སྟེ་ཆ་བུས།
stable	སྤ་ར།
to make available	ཐོབ་བརྒྱུ་བུས།
to celebrate	དགའ་སྟོན་ཅི་བུས།
to mourn	སྤྲུག་སྤྲུང་བུས། ལྷ་རན་བྱོ་བུས།
sickle	ཐོ་ར། ཐོར་བ།
bundle	ཁྱུ་ཅ། ཁྱུ་ར།
to thresh	ཁྱུ་ཡུ་བསྐྱོར་བུས།
basket	ཅོ་ཕོ།

## *Notes for the Teacher*

### **Chapter 7: Life in Old Times**

#### **Why this section?**

In this chapter, students are introduced to social history through an illustrated story that graphically shows Ladakhi life in an earlier period. At the primary level it is not so important to memorise dates and names in history, but instead to get a feeling and sense of history. For example, how some things change and others stay the same, and how historical facts and political situations affect people's lives. The graphical nature of the chapter makes the past more vivid and immediate and gives students a better understanding of what life in the old times used to be like. While reading the chapter, students may be encouraged to role-play the different characters of the story. This will help them understand the chapter.

#### **The teacher's role**

Initiate interaction and discussion between the students in class. This will help students to think, understand, and express their opinions. If role playing is undertaken, urge students to come up with costumes and props. They might be able to find interesting items in their own homes.

Many older people still alive today remember the times before 1947. Have students ask their grandparents or other older relatives about life back then, have them share these stories in class. It is likely that different families will have different perspectives in the past, positive, negative, and contradictory. This is very educational as children will learn that history is not fixed or a scientific fact, but is always presented by somebody with a point of view. If there is one elder who has many interesting things to tell, ask him or her to visit the school and speak to the children.

## Chapter 7

### LIFE IN OLD TIMES

Abi Tsomo is an old woman now.  
Let's read about some things that happened  
when she was just ten years old.



Tsomo  
woke  
up one  
beautiful  
morning.



Where is  
Aba-ley?



Aba-ley has  
gone to a far-  
off village to  
borrow  
grain.  
He'll  
come back  
in a few  
days.







But don't we also have some grain from the field near the stream?



No, this year's crop isn't ready yet, and last year's grain is finished. And we had to give a lot to the Wazir's officers. Do you remember those men who came to the village on horses? We had to give them most of the grain we had left. We couldn't refuse.







Every family has to pay taxes to the Wazir. We give grain, but some families collect firewood or give butter instead. The Wazir sells them and sends the money to the king in Jammu.







Go make some thukpa for your brother and yourself. He got back late last night from his trip to Kashmir as a helper to the traders. But the trip was very difficult and he is ill now. Don't make very much — I won't have any right now. I'm not too hungry.

Jullay, Acho-ley,  
I'm so glad you're back!  
Have some thukpa.

Jullay, Tsomo! Where is Ama-ley?  
Has she already gone to the fields? I  
wish I could help her! What did you  
do while I was away?

Ama-ley had to  
do almost all the  
work on her own.  
The neighbours  
helped us take the  
animals up to the  
mountains, and I  
went with them  
sometimes.  
They also  
ploughed our  
fields.

Acho,  
you missed the  
archery festival.  
It was such fun!  
Everybody danced  
and we children  
practised a dance  
and showed it to  
everybody. There was  
lots of  
chhang and tea.  
And you know,  
your friend Tsering  
won the archery  
contest.

Yes, I heard that  
Tsering won — I wish  
I had been there too!





Tsomo waited for her father to get home.



Four days later, he came.



Now Abi Tsomo is an old woman. She remembers:

"It was one of the hardest years we had. Aba-ley came back with only ten kilos of barley. But then after the harvest, the grain-lender took repayment including two and a half kilos interest on that ten kilos we had borrowed, plus some more for what we had borrowed earlier. So that winter we didn't really have enough to eat. It was very tough. But we did so many things together with our neighbours, and we enjoyed our village festivals so much!"



**EXERCISES:****I Answer the following:**

- 1 Where had Tsomo's father gone?
- 2 Why was last year's grain used up so soon?
- 3 Why did farmers pay taxes to the king of Jammu?
- 4 How much did farmers have to pay the grain lenders after a year?
- 5 How did people entertain themselves in past times?
- 6 Do your parents borrow or lend grain? If not, what do you think are the reasons for the change?

**II True or false? If false, write the true sentence.**

- 1 In the old days many Ladakhi families had to borrow grain.
- 2 The grain lender used to lend grain to poor farmers with no interest.
- 3 Every family had to pay taxes to the Wazir.
- 4 The farmers had to pay taxes to the Wazir because the Ladakhis had lost a war against a king.

## VOCABULARY

to borrow	བསྐྱི་སྡེ་བློང་བྱས། གཡར་ཏེ་བློང་བྱས།
lender	བསྐྱི་སྡེ་གཏང་མཁན་གྱི་མི།
<i>wazir</i> (minister)	སློན་པོ།
to refuse	མི་གཏང་ཟེར་བྱས།
tax	འབབ། བྲལ།
to trouble somebody	ནགས་བསྐྱན་བྱས།
to lose a battle	དམག་གི་ནང་ལ་འཕམ་བྱས།
archery	མདའ་རྩོམ།
interest	ཕར།



## *Notes for the Teacher*

### **Chapter 8: How We Govern Ourselves**

#### **Why this chapter?**

In Class 4, students studied the functions and structure of village panchayats. Students will now have the opportunity to study the more formal structures of government—the Hill Councils, the State Governments, and the Central Government. Ladakh is one of the few regions in India to have Hill Councils or indeed any elected district level government, and so it is important for the citizens of Ladakh to know about the composition, function and powers of the Hill Councils, so they can all contribute to its effective functioning. The pedagogical approach of moving from the known to the unknown has been kept in mind, and the students will eventually be introduced to the State and Central Governments, as well.

The finer details of the Ladakh Autonomous Hill Council Act, 1995, are left out and only the most important facts have been included. For example, the following points have been left out:

Qualification for a candidate to stand for elections:

- 1) Should be at least 25 years of age.
- ii) Should not be an undischarged insolvent.
- iii) Should not be of unsound mind
- iv) Should not be a criminal

Quorum:

The quorum necessary at a meeting is 10.

The ex-officio members of the Council like MPs and MLAs shall have no right to vote.

If students ask about these topics, the above information can be explained, but it is not important for them to learn it at this point.

#### **The teacher's role**

If possible, it would be helpful to invite the local Hill Councillor to come and speak to the class about the actual work of the council.

A mock Hill Council can be arranged in the school.

To provide practical experience of the election process, you can hold elections in the school. A council for your school can be elected. The process should be followed in the correct sequence. This will help the student understand the election process clearly and gain experience-based knowledge.

## Chapter 8

### GOVERNING OURSELVES

In Class 4, you studied about the Panchayat. You know that each Panchayat acts like a government for a small group of villages. But to take care of the whole district, we have a government called the Hill Council. Leh and Kargil Districts each has its own Hill Council.

Each district is divided into 26 Hill Council constituencies with a few villages in each. The people of each constituency elect a Councillor. The Councillors from all the constituencies form the Hill Council of the district.

**Which constituency do you belong to? How many villages do you have in your constituency?**

#### Electing the Hill Council



#### Electing a Hill Councillor

Who can become a Hill Councillor? Not everybody can. For example, people with government jobs cannot become Councillors.

People who are more than 18 years old can vote in elections. They vote for the person they think will be the best councillor for their constituency. The person who gets the most votes becomes the Councillor for that constituency. Elections are held in the district every five years, so when a person is elected, he or she will be Councillor for five years.

**Who is the Hill Councillor for your constituency?**

**When was the last Hill Council election held? When do you think the next election will be?**

## **The Executive Council**

The first time the Hill Councillors meet after the elections, they elect a chairman from among themselves. The Chairman is the head of the Hill Council. The Chairman is also called the Chief Executive Councillor (CEC). The CEC chooses four members from among the 26 councillors as Executive Councillors. At least one Executive Councillor should belong to the main minority community in the region.

### **Who is the CEC of your district?**

### **The work of the Hill Council**

The Hill Council makes many regulations and decisions to develop the district. They make their decisions by voting among themselves. Decisions are made when more than half the councillors agree.

The Hill Council is in charge of many things like schools and education, government hospitals, roads, irrigation, etc.

### **Why do we have a Hill Council?**

Most districts in India don't have Hill Councils. Although Ladakh is a part of Jammu and Kashmir, there are many things in Ladakh that are different from other parts of the state. For example, Ladakh is a high desert region, and the rest of J&K is not. For these reasons, the people of Ladakh felt that they would be able to understand and solve their own problems best. So the Government of India formed separate Hill Councils for Leh and Kargil districts.

## **Other government bodies in India**

### **State Government**

We are in the state of Jammu and Kashmir. Our state, like all others in India, has its own state government. The people of the state elect the state government, just as the people of the district elect the Hill Council. Each state is also divided into constituencies, which are bigger than the constituencies of the Hill Council. From each constituency, people elect a Member of the Legislative Assembly (MLA). The MLAs from all over the state form the Legislative Assembly and elect a Chief Minister. The Legislative Assembly meets in the state's capital city and makes laws for the whole state. Jammu and Kashmir is the only state in India that has two capitals—Jammu in winter and Srinagar in summer.

### **Who is the Chief Minister of Jammu and Kashmir?**

### **Who is the MLA for your constituency?**





### **Central Government**

The Central Government rules India. When there are elections for the Central Government, people all over the country vote for an MP (Member of Parliament) from their constituency. Leh and Kargil together form one MP constituency, so Ladakh has one MP. MPs from all over the country come together in Delhi to form the Parliament of India, and make laws for the whole country. The MPs elect the Prime Minister of India.

**Do you know who the Prime Minister of India is?**

**Who is the MP from Ladakh?**

## EXERCISES

### I Answer the following questions

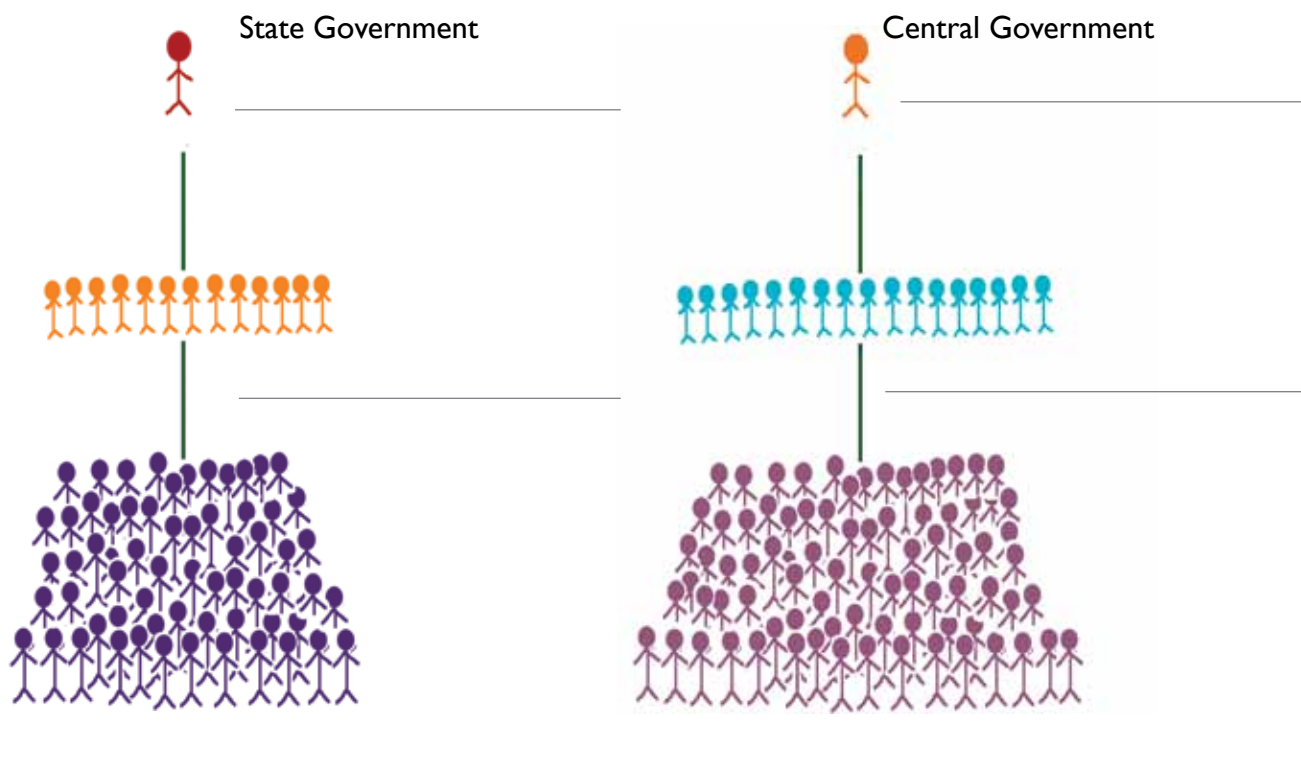
1. Why were Hill Councils formed in Ladakh?
2. How are Hill Councillors elected?
3. Mention three duties of the Hill Council
4. How are Prime Ministers and Chief Ministers elected?

### II True or false? If false, give the correct statement.

1. All districts of India have Hill Councils.
2. The Chairman of the Hill Council is also called the Chief Executive Councillor.
3. There are 100 Hill Council constituencies in Ladakh.
4. The Hill Councils looks after the whole country.
5. The Hill Councils looks after schools in the District.

### Things to do

1. Find out what village projects your Hill Council has started.
2. Discuss what you think the Hill Council can do for your village to make it better.
3. Look at the picture on page 66, and then in the pictures below fill in the blanks for what each group of people stands for.



# VOCABULARY

decision	ཐག་བཅད།
capital	རྒྱལ་ས།
MLA	རྒྱལ་ཁབ་གཞུང་གི་བྲིམས་བཟོ་ཚོགས་པའི་འཐུས་མི།
Chief Minister	ཕྱོད་ཆེན།
to rule	དབང་སྐུལ་བྱས།
MP	རྒྱལ་ཁབ་གཞུང་གི་བྲིམས་བཟོ་ཚོགས་པའི་འཐུས་མི།
Parliament	རྒྱལ་ཁབ་གཞུང་གི་བྲིམས་བཟོ་ཚོགས་པ།
state	རྒྱལ་ཁབ།
Legislative Assembly	རྒྱལ་ཁབ་གཞུང་གི་བྲིམས་བཟོ་ཚོགས་པ།
Prime Minister	སྲིད་ཕྱོད་མི།



## *Notes for the Teacher*

### **Chapter 9: Some Historical Monuments of Ladakh**

#### **Why this chapter?**

This chapter introduces students to some of the major historical sites of Ladakh. Students may already be familiar with some of these monuments, but the chapter provides deeper knowledge of their background and history.

The story unfolds in the form of a treasure hunt. As Rinchen and her brother Norgay fly around Ladakh with the help of their magical guide Uncle Zbalu, they are led from monument to monument towards the hidden treasure by a series of mysterious clues. At each stop Zbalu explains the story behind the structure and gives a detailed explanation of its history.

#### **The teacher's role**

While reading the chapter, the children should stop at every clue and be encouraged to try to solve it themselves. Maybe the class can be divided into teams of two for this activity. This will make the chapter more fun and help the children remember the different monuments and their details much better.

As mentioned in 'Things to do' of the 'Exercises' section of the chapter, it is also highly recommended that the students are taken on a field trip to a nearby historical structure. Such trips have much more educational value if a local expert speaks to students beforehand about the importance and history of the structure.

## Chapter 9

### SOME HISTORICAL MONUMENTS OF LADAKH

Rinchen had a dream one night in which a fairy came to her and said, “I have written some clues about a few historical monuments of Ladakh and hidden them in different places. If you find the clues and solve them, you will get a secret gift.

Here is the first clue:”

“Once a capital before Leh: a gonpa in a palace below the walls of a fort.”



Rinchen got up with a strange feeling and told her brother Norgay about her dream. The children did not understand and were confused.

Suddenly a tiny old man with a long cap and a short stick appeared. He said, “I’m Zbalu. I will help you find your secret gift. Let’s go!”

The children took his hands and flew up in the sky with him.

#### Shey Palace

Soon they reached Shey near the Indus River. At Shey, they saw five big figures of the Buddha carved on a rock. “These were carved before the palaces were built,” explained Zbalu.

They flew up the hill. “Almost 1000 years ago, Ladakhi kings came to live here. From their fort high on the hill, they could see a wide area,” explained Zbalu. “They could see enemies coming from far away. Maybe that’s why they chose this place for their capital.”

“There’s nothing left of the older fort now except the broken walls!” exclaimed Rinchen.

Zbalu explained, “Oh! that is because the old fort was built a long time ago, during the times of Lhachen Spalgon. He is one of the earliest kings of Ladakh. In those days his palace was considered one of the best. Sadly, over the years it was destroyed. Then in the 1600s, King Deldan Namgyal built this big palace here. The *gonpa* outside the palace is three storeys high and has a statue of Buddha so big that you have to climb upstairs to see the head!”



Shey Palace with the ruins of the old fort in the background

“Oh! So these buildings at Shey were built by different kings.” said Norgay.

The children looked around for their next clue. Norgay found a piece of paper sticking out of a hole in the wall. He read out the next clue.

“Beside the Indus river, and not high on a mountain. Remember Rinchen Zangpo.”

“It could be Alchi!” exclaimed Rinchen. “My father said this was one of the few *gonpas* not built on the top of a mountain.”

“Good! Let’s go,” said Zbalu, and they flew along the Indus River.

### Alchi Gonpa



Soon they reached Alchi. Rinchen said “This looks different from other *gonpas* I’ve seen.”

Zbalu explained, “Yes it was founded around 1000 years ago. The King of Tibet wanted to revive Buddhism there so he sent scholars to Kashmir. In those days most people of Kashmir were Buddhist. One of the scholars who went to Kashmir was Lotsawa Rinchen Zangpo. Afterwards he built most of this *gonpa*. He brought artists from Kashmir to decorate it.”

Rinchen and Norgay stopped to look at the Buddha, lions, other animals and plants carved on the wooden entrance and pillars. The children stood in astonished silence. “This is so beautiful!” Norgay said.

When they went to another building, they found three statues of Buddha standing inside, taller than the first floor. Zbalu showed them the historical pictures painted on the clothing of the statues.

Norgay was looking at the walls. “The style of building and painting here is different, isn’t it?”

“Yes,” said Zbalu, “That’s because the Kashmiri Buddhist style was different from the Tibetan Buddhist style that you see in most other *gonpas*.”

Norgay stepped closer and put his hand out to touch the painting. Zbalu quickly reacted, “Don’t touch the paintings! They are very old, and touching them will only wear the paint away. Then these beautiful paintings would be spoiled forever! You wouldn’t want that to happen now, would you?” asked Zbalu.



“No! I’m sorry. I didn’t mean to harm the painting,” said Norgay.

“It’s alright, child. It’s important that you have realised your mistake. I wish all the other visitors understood too!”

As they were walking under one of the *chortens* outside, Rinchen found the next clue.

*“By the side of the Leh to Srinagar road, he stands tall and alone.”*

The children said, “It must be the statue at Mulbekh in Kargil district.” Zoom! They set off and reached Mulbekh.

### **Mulbekh Statue**

They landed near a big statue of the Buddha carved on a huge rock.

Zbalu told them, “This statue was probably carved more than 2000 years ago! In those days, there were not many Buddhists in Ladakh, but Kashmir and most of India was Buddhist. People say the Indian King Kanishka sent monks to teach people here about Buddhism. They carved this statue.”

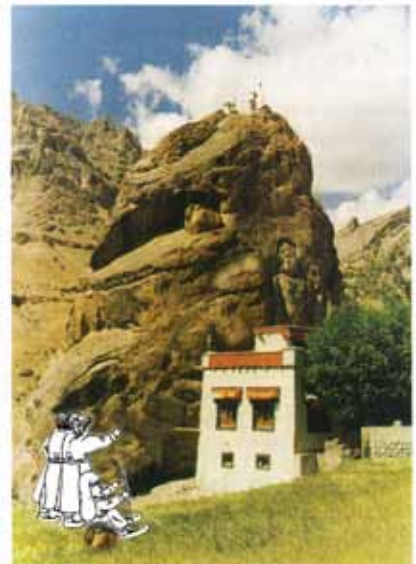
“It’s so huge!” Is this the Mulbekh Chamba? cried Rinchen.

“Yes. People call it the Mulbekh Chamba because of its size. But scholars now believe it is a statue of *Chenrezig* Avalokiteshwara, the Buddha of Compassion.” explained Zbalu. “This is probably the oldest existing statue of the Buddha made in Ladakh.”

As the children looked around them, they found their fourth clue near the feet of the statue.

*“Pilgrimage place near Kargil, deep in a valley”*

“That sounds like the tomb of Sayeed Mir Hashim in Karpo Khar. Come along, we have to fly to the Suru valley to get there.”



### **Tomb of Mir Hashim**

“Uncle Zbalu, who was Mir Hashim?” Norgay asked as they flew over the mountains.

“Oh, Sayeed Mir Hashim is a very famous man from Kashmir! About 300 years ago Queen Thi La Khatun of Purig invited him to give religious education to her son, Thi Mohammad Sultan. He was very important to the spread of Islam in Purig.”



The tomb of Sayeed Mir Hashim

They soon reached the village of Karpo Khar. “It looks like an old house! Where is the tomb?” Rinchen asked.

“His tomb is inside. Do you know how many people visit this site? Not just Muslims, but also Buddhists and Hindus visit this place. Many people believe that if you visit Mir Hashim’s tomb your wishes will come true.”

Norgay wanted to make a wish, but Rinchen was eager to find the next clue. The children were hunting for their next clue, when suddenly Norgay stumbled upon a big box full of beautiful and colourful toys hidden behind a rock. “Oh, good! We have found the secret gift!” cried Rinchen happily. “Thank you Uncle Zbalu for helping us and for showing us all these wonderful places with their interesting histories.”

Zbalu only laughed. “No problem. Now let’s go home,” and off they flew once again over the mountains.

## EXERCISES

### I Answer the following:

1. Are there other palaces in Ladakh other than Shey Palace? If there are, name some of them.
2. Who invited Sayeed Mir Hashim to Ladakh and why?
3. Who visits Sayeed Mir Hashim's tomb?
4. What is probably the oldest existing statue in Ladakh?
5. Trace the route taken by Zbalu, Rinchen, and Norgay on the map of Ladakh.

### II Fill in the blanks with the words given below:

Suru Indus Sayeed Mir Hashim Kargil Lotsawa Rinchen Zangpo

1. Shey lies close to the \_\_\_\_\_ River.
2. Alchi Gonpa was built by \_\_\_\_\_ .
3. Mulbekh Chamba is in \_\_\_\_\_ District.
4. The tomb of \_\_\_\_\_ is located in the village of Karpo Khar.
5. The village of Karpo Khar is in the \_\_\_\_\_ valley.

### III Choose the right answer and cross out the wrong ones.

1. Sengge Namgyal/Deldan Namgyal/Thi Namgyal built the palace at Shey.
2. Rinchen Zangpo was sent to India by the King of India/the King of Western Tibet/the King of Purig.
3. Sayeed Hashim/Rinchen Zangpo/the Prophet Mohammed came to Ladakh to spread Islam.

### IV Match the place with its age and write complete sentences.

- |                                 |                           |
|---------------------------------|---------------------------|
| 1. Deldan Namgyal's Shey Palace | more than 2000 years old. |
| 2. Mulbekh Chamba               | about 400 years old.      |
| 3. Mir Hashim's tomb            | about 1000 years old.     |
| 4. Alchi gonpa                  | around 300 years old.     |



**Things to do**

Your village or nearby area might have an old structure — a fort, monument, gonpa, mosque, palace, or an old house that has an interesting past. Visit these places as a class trip.

These places are an important way to learn about history. Many places in Ladakh have stones carved hundreds or thousands of years ago. These have pictures and writing on them, and we can still discover new information about history from them.

Find out the history of a gonpa or mosque you have visited. Your history must have the following information: when it was built, who built it, and why. Are there any statues there, and whose? Is there a festival celebrated there? Are there important visitors or special features?

Are monuments and other historical things in your area being damaged over time? Discuss in class, and think of ways in which you and your village can help protect and preserve these places.

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## VOCABULARY

monument	དབུ་རྟེན།
fairy	ལྷ་ལྷ་སྒྲ་ལུ་སོགས།
clue	ཚོད་བྱས་ཀྱི་ཕིང་བརྟ་གཏང་བྱས།
to appear	མ་ཐོང་བྱས།
secret	གསང་བའི། སྤྲུལ་ཏེ། སྤྲོག་མཁན།
to carve	ཕིང་དང་རྩོལ་སོགས་བརྟ་བྱས།
figure	དབྱིབས།
enemy	དགྲ་པོ།
except	དེ་མན་པ། དེ་མ་གཏོགས།
to exclaim	ཀྱ་ཙེ་གཏང་སྟེ་ཟེར་བྱས།
storey	ཐོག་ཚད།
ruins	ཁང་གོག་མཁར་གོག་གོག་པོ།
sticking out	ཙ་ཕིག་ཕི་ལོག་ག་འཕིང་སྟེ།
to revive	ཉམས་གསོས་བྱོ་བྱས།
scholar	མཁས་པ།
entrance	སྒྲོ། ཞུགས་ས།
astonished	ཉ་ལས་ཏེ།
to wear something away	ཟེན་བྱས། ཟད་བྱས།
to spoil	སྒྱོན་སྟེབ་བཅུག་བྱས།
to land	སའི་ཀ་བབས་ཤས།
pilgrimage	གནས་མཇུག་ལ།
tomb	སྤྱར་ཁང་།
to stumble	ཁད་རྒྱབ་བྱས། གག་རྒྱབ་བྱས།

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## VOCABULARY

monument	འགྲོ་ཉེན།
fairy	ལྷ་སྐུ་སྤྱི་ལུ་སོགས།
clue	ཚོད་བྱས་ཀྱི་མིང་བརྟན་གཏང་བྱས།
to appear	མ་ཐོང་བྱས།
secret	གསང་བའི། སྤྲུལ་ཏེ། རྩོག་མཁན།
to carve	མིང་དང་རྩོམ་སོགས་བརྒྱབ་བྱས།
figure	དབྱིབས།
enemy	དགྲ་པོ།
except	དེ་མན་པ། དེ་མ་གཏོགས།
to exclaim	ཀླ་ཙེ་གཏང་སྡེ་ཟེར་བྱས།
storey	ཐོག་ཚད།
ruins	ཁང་གོག་མཁར་གོག་གོག་པོ།
sticking out	ཅ་མིག་མི་ལོག་ག་འཕིང་སྟེ།
to revive	ཉམས་གསོས་བྱོ་བྱས།
scholar	མཁས་པ།
entrance	སྒྲོ། ཞུགས་ས།
astonished	ཉ་ལས་ཏེ།
to wear something away	ཟེན་བྱས། ཟད་བྱས།
to spoil	སྨྱོན་སྟེབ་བཅུག་བྱས།
to land	སའི་ཀ་བབས་ཤས།
pilgrimage	གནས་མཇུག་ལ།
tomb	སྤྱི་ཁང་།
to stumble	ཁད་རྒྱབ་བྱས། གག་རྒྱབ་བྱས།

## *Notes for the Teacher*

### **Chapter 10: Some Great People of India**

#### **Why this chapter?**

In Class 4, students were introduced to some well-known Ladakhis who made significant contributions to society. This chapter will widen students' perspective to a national level by introducing four well-known personalities of India – Mahatma Gandhi, Aruna Asaf Ali, Kiran Bedi, and Bismillah Khan.

These four people represent various religious communities and fields of activity. Gandhi and Aruna Asaf Ali were chosen for their role in the freedom movement and in the Indian struggle for Independence. Children do not need to learn a lot of facts about the Freedom Movement at this age, but these sections will give them a general and personalised feeling for it, which will prepare them well for their studies later. Kiran Bedi was chosen for her contributions to the Indian Police Service and for her efforts to fight against corruption and human rights violations all over the country. Bismillah Khan was chosen on the merit of his artistic excellence in the field of classical music.

#### **The teacher's role**

This unit gives you a good opportunity to not only read, but to discuss with students the values that inspired these four Indians. Encourage the students to discuss honesty, speaking the truth, and Gandhi's ability to win the struggle for freedom using non-violent means.

Aruna Asaf Ali's marriage to Asaf Ali is an example of communal harmony. Her daring acts show that women can fight just as courageously and bravely for freedom and social justice as men can.

Encourage students to express their views about these inspiring people. This is also an opportunity for students to discuss their aims and aspirations, both personal and for society.



## **Chapter 10**

### **SOME GREAT PEOPLE OF INDIA**

#### **Mahatma Gandhi (1869-1948)**

**On 2nd October every year, we celebrate Mahatma Gandhi's birthday. Do you know who he was?**

**Was Mahatma Gandhi a religious saint? Was he the first Prime Minister of India? If he was none of these, then why do we celebrate his birthday?**

Gandhi was born at a time when India was ruled by another country, Great Britain. India was not a democracy. Indians could not elect their own leaders. The British were ruling our country for their own benefit. They put very heavy taxes on Indians and forced them to do things that they did not want to do. Indians were unhappy. However, they did not protest, because they were afraid of the British.

Gandhi and other leaders taught us new ways to speak out and protest against what is wrong. This helped us get freedom from the British.

Gandhi's way of protesting was new and special. He told his fellow Indians to have confidence in themselves and recognise their strengths. This made them hope that fighting for freedom in a disciplined manner would make the British leave India.

Gandhi believed that fighting with guns or arms was bad. He used only non-violent methods to protest against British rule. Do you understand non-violence? It means not to kill or hurt anyone, not even if the enemy hurts you. It is very difficult to protest non-violently. Gandhi, however, insisted that to win independence we had to protest, but only non-violently.

#### **What is non-violence? Is it easy to practise?**

It was because of his non-violent methods and his saintly behaviour that everyone called him Mahatma, which means "great soul" in Sanskrit.

Gandhi was born on 2nd October 1869 in Gujarat. His full name was Mohandas Karamchand Gandhi. He was a very truthful child. One day at school, an inspector visited his class and examined the notebooks of all the students. They had just completed a spelling test. His teacher noticed that Mohandas had spelt one word wrong. Soon the inspector would ask for his notebook, so the teacher secretly told Gandhi to correct the spelling by looking at the notebook of the boy next to him. Bravely, Gandhi refused to cheat. He let the inspector see his mistake.



### **What would you do if your friend asked you to cheat?**

When he grew older, Gandhi went to Britain to study law. Next, he went to South Africa to work as a lawyer. In South Africa, he was upset because the Indians living there had no rights. He fought for their rights. After a long struggle he was successful in gaining basic rights for the Indians. In this struggle he used non-violent forms of protest for the first time.



Nehru with Gandhi

### **What did Gandhi do in South Africa?**

Next, Gandhi returned to India and travelled around the whole country to understand the problems of his people. He saw how poor they were and how they were troubled by disease, taxes and fear.

He joined the Congress party, which was the main group fighting for independence. He led the people against British rule and asked them to give up government jobs and boycott British goods. He asked people to wear only Indian, especially home-spun, clothes. He told people not to cooperate with the government in any way. Many people joined his efforts. Some other famous independence leaders were Jawaharlal Nehru, Sardar Vallabhai Patel, Maulana Azad and Subhash Chandra Bose.

### **What did Gandhi ask Indians to do to gain freedom from British rule?**

Another famous protest Gandhi organised was the Salt March. In those days, the government used to collect a tax on salt. Every Indian, rich or poor, had to pay this tax, and they weren't allowed to make their own salt. Gandhi planned a non-violent protest. Along with thousands of followers he marched from his ashram in Ahmedabad to Dandi, a village on the sea-coast. He asked all Indians to make salt for themselves by drying salty sea water. This was a way of avoiding the salt tax and a non-violent way of breaking the law. The Salt March, popularly known as Dandi March, became a big movement.

### **Why did Gandhi organise the Salt March?**

After a long struggle by the people, Gandhi's efforts were successful. The British left India on 15 th August 1947, and India became an independent democracy. Since then Indians have been able to elect their own leaders. Gandhi proved that it was possible to fight and win non-violently. His ideas are still famous around the whole world.



### **Aruna Asaf Ali (1909-1996)**

In Mumbai (Bombay) in 1942, people were panicking. Over the past few days the British police had arrested many leaders of the Congress. On this day Maulana Azad, the Congress President, was planning to raise the Indian flag at a public meeting where people would gather to protest against British rule. However, early that morning he was arrested. As he sat imprisoned in the train, he saw two of his friends coming — Asaf Ali, another Congress leader, and his wife Aruna. The police had also arrested Asaf Ali. After speaking to Maulana Azad, Aruna made a decision — she would take his place at the meeting. She went to the meeting and bravely raised the Indian flag. It was dangerous for her to do this because if the police saw her, they would arrest her.

#### **Why was it dangerous for Aruna to raise the Indian flag?**

Aruna was born in 1909 to Bengali Hindu parents. From her school days she loved reading English books, stories and poems. When she was older she chose her own husband, which was uncommon at that time. Many people did not like her choice because Asaf Ali was a Muslim and he was much older than she was. But each of them kept their religion and later, people accepted their marriage and saw it as a symbol of Hindu-Muslim unity.

Aruna joined the freedom movement. She was so involved in her work that she did not want to have children of her own. She mostly worked with women. She realised that although women were not treated well in society they could have a very important role in the freedom movement and in the development of the country. She believed that women should get the same respect as men.

Sometimes Aruna disagreed with Gandhi about non-violence. She feared that it might not be effective in getting independence. But she was good friends with both Gandhi and Nehru, and worked with them.

#### **Why did Aruna disagree with Gandhi?**

After some time Aruna got involved in secret protest activities. Because of these activities, the British started looking for her and offered a reward to anybody who would help find her. Aruna went into hiding for three-and-a-half years. Her friends helped her hide and never gave the British any information about her.

After coming out of hiding, she made speeches against the Partition of India and promoted Hindu-Muslim unity. Till the end, she did not want India to be split.

In 1953, six years after Independence, her husband Asaf Ali died. Although Aruna was upset by her husband's death, she continued working for India. She was elected the first mayor of Delhi in 1958. She also started a magazine and a newspaper.

In 1992, she received the Jawaharlal Nehru Award for International Understanding. After her death the Government awarded her the Bharat Ratna award, the highest award in the country.

**Kiran Bedi (1949 - )**

This is the story of a brave woman who changed the way people think about the police. Her name is Kiran Bedi. But who is she and what did she do to change the corrupt image of the police in our country?

**What is the role of the police in our society? Discuss in class.**

In 1972 Kiran Bedi became the first woman police officer in the Indian Police Service (IPS). Before then it was



almost impossible for a woman to become a police officer in India.

**Why do you think there are so few women in the Indian police and army? Discuss in class.**

**Do you think men and women can do the same jobs?**

Since then Kiran Bedi has done a lot for the police force. She has received many awards for her service to the country and society. In 1979, she won the Police Medal for Gallantry. She also won the Ramon Magsaysay Award, the highest award in Asia.

When she joined the police force she knew that many police were corrupt and didn't care about giving prisoners and other people their rights. But she believed that the police should support human rights.

Human rights are basic rights that all people everywhere deserve. Some important human rights are the right to equality, the right to follow the religion of one's own choice, and the right to say what you want to say. For example Kiran Bedi felt that police officers should not treat prisoners badly. She felt that the police should not just catch lawbreakers, but also reform them.

**What do you think are the most important human rights? Do you think all people should have the same rights? Discuss in class.**

Throughout her career Kiran Bedi was never afraid to do what she felt was right. She tried to stop corruption whenever she saw it. Her honesty made her popular with many people but got her into trouble with her superiors. She always pointed out problems, especially corruption, that other officers ignored. Because of this, they transferred her from one posting to another. In spite of these difficulties, she won a lot of respect because she was tough but fair.



In 1994, Kiran Bedi was put in charge of the largest prison in Asia, Tihar Jail in Delhi. This prison held around 9,000 prisoners, mostly men. Tihar was known for its corruption. The prisoners were scared of the prison officials, who treated them very badly. Kiran Bedi made many changes: she set up a complaint-box for prisoners, made sure they got proper food, started reading and writing programmes, and encouraged meditation. Many prisoners say they became better people because of these programmes, and after their time in jail was finished they didn't get back into crime.

Kiran Bedi has been a role model for Indian women. Many women now feel they can succeed in any profession.



### **Bismillah Khan (1916- )**

In 1916, a boy was born into a family of musicians in Bihar. This boy, Bismillah Khan, grew up to become one of the greatest musicians in India. Many of his family were musicians in the royal court of Bihar. His uncle, who played the *shehnai* in a big temple in the town of Varanasi, had the greatest influence on young Bismillah. The *shehnai* is similar to the Ladakhi *surna*. The *shehnai* used to be one of the nine main instruments played at the royal courts in Northern India. But when Bismillah was a boy, it was only used at weddings and temples. He thought that the instrument sounded beautiful by itself and that the *shehnai* could also be played in concerts.

In a temple or at a wedding, music is played in the background and little attention is paid to it. In a concert, people come especially to listen to music.

Bismillah Khan with his Shenai

In 1937, Bismillah Khan played the *shehnai* at the All India Music Conference. After this, he became very famous and people began to consider the *shehnai* a great musical instrument. On the day before India's first Republic Day, Bismillah Khan played at the Red Fort in Delhi. He has also played in many countries including Iran, Iraq, Japan, the USA, and some countries in Europe. His music is also in many films.



Bismillah Khan has contributed greatly to Indian music.

Each region of India has its own unique music that is important to its culture. Musicians are respected for their talent and people consider it a great profession. Throughout India young people, including many from rich families, learn to play traditional music.

Bismillah Khan has won many awards—he is the third musician in India to win the Bharat Ratna award.

In spite of his awards and fame he is a humble man. Once, he promised to go to a studio to record music. He arrived on time, but was wearing dark glasses and seemed unwell. When asked what was wrong, he said he had an eye infection and had not slept the previous night. However he played the music without complaining.

Bismillah Khan believes that music is a way to worship God. He is a Muslim, and believes that there is no difference between music and *namaaz*. At the same time, he also respects the Hindu goddess of learning, Saraswati. Because of all these qualities, people say that Bismillah Khan is not only a great musician but also a great human being.

**In Ladakh too, any young person who likes music should be able to learn how to play it. The traditional music of Ladakh is unique and valuable to our culture. We should support anyone who wants to learn to play music, in order to preserve our traditions. Do you think musicians should be respected? How can we preserve the traditional music of Ladakh?**

## EXERCISES:

### I Answer the following:

1. Why did Gandhi not change the wrong spelling of the word at school?
2. Why did Gandhi want to break the salt law?
3. What was the shehnai used for in early days? How did Bismillah Khan make it famous?
4. Why did Kiran Bedi's seniors dislike her honesty?
5. After speaking to Mulana Azad what decision did Aruna take?

### II Match the following columns and make complete sentences from them.

#### Column A

Dandi March  
Kiran Bedi  
Bismillah Khan  
Aruna Asaf Ali

#### Column B

shehnai  
first mayor of Delhi  
protest against salt tax  
first woman police officer of India

### III Cross out the wrong answers and write the correct sentence.

1. Aruna Asaf Ali fought for freedom from the British/ Americans/ Japanese.
2. Gandhi believed in using foreign goods/ Indian goods.
3. Kiran Bedi was in charge of Tihar jail/ Leh jail/ Kargil jail.
4. Gandhi believed in using guns/ non-violent ways of protest.

### IV True or false? If false, give the correct statement.

1. Gandhi was born in Gujarat.
2. Kiran Bedi did not support human rights of prisoners.
3. Bismillah Khan believes music is a way of worship.
4. Aruna Asaf Ali disagreed with Gandhi and Nehru on some things.

### Things to do

1. In your class, act out the story of Gandhi and the school inspection. Discuss what you think about the story.
2. Invite a musician to visit your class and talk about his musical instrument. How and when is it played? How did he learn to play it? Was it difficult? Where is the instrument made? Can you find out about the history of that kind of music?

# VOCABULARY

## Gandhi

saint	སེམས་བཟང་། བཟང་པོ།	
democracy	མི་དམངས་དབང་ལུགས། དམངས་གཙོ་རིང་ལུགས།	
to protest against	རྒྱབ་འགལ་བྱོ་བུས།	
arms	མཚོན་ཆ།	
non-violent	གསད་གདུབ་མེད་པ།	
to insist	རང་རྒྱལ་གཏང་བུས། དབང་གཏང་བུས།	
to persuade	ཉ་གོ་གཏང་བུས།	
inspector	ལྟ་མཁན།	
bravely	མ་འཇིགས་མཁན། ཉམ་པ་དང་མཉམ་པོ།	
to cheat	བརྒྱས་ཏེ་དཔེ་བཟུ་བུས། (ན་ཀེལ་བྱོ་བུས།)	
to refuse	ཟེར་མཁན་མི་བྱོ་བུས།	
lawyer	བློ་སྒྲུབ་པ། (མ་གྲི་ལ།)	
rights	དབང་ཆ།	
to struggle	བརྩོན་འགྲུས་བྱོ་བུས།	
to give up	འཕང་བུས།	
to gain	འཕྲོལ་བུས།	
boycott	བྲེལ་མི་བོར་བུས། བྲེལ་ཅད་བུས།	
effort	འབད་བརྩོན།	
ashram	ཆོས་བྱོ་ས།	
to march	གོམ་འགྲུལ་ལ་བློ་སྒྲུབ་སྐོར་འཕིང་བུས། (རྩེ་ལུས།)	

## Aruna Asaf Ali

to panic	འདྲོག་སྡེ་ཉི་མིངས་ཤོར་བུས།	to split	བོ་ཕྱད་བུས།
to arrest	བྱ་ལིས་མིས་གཙུང་བུས།	mayor	རྒྱལ་པའི་དབུ་སྒྲོང་།
to gather	འཛོམས་བུས།	to hide	ཡིབ་བུས།
reward	རྩན་པ། (ཨི་ནས།)	role	ཁག
partition	བོ་བྱད་བུས།		



# VOCABULARY

## Kiran Bedi

medal	ཏྲགས་མ།
gallantry	དཔའ་ཚལ་དྲག་པོ།
corrupt	མི་འོས་པའི་ལས་བྱེད་མཁུ་མ།
prisoner	བཙོན་པ།
to deserve	ཐོབ་དགོས་ཤིང་།
to treat badly	ནག་ནག་བྱོ་བྱས།    ནགས་སྟན་བྱས།
equality	ཡ་མེས་མེད་པ།
to be reformed	འོབས་ངན་འཕང་བྱས།
career	ལས་སྒྲ།
honest	དྲ་པོ།
popular	མིང་ཅན།
to punish	ཆད་པ་གཅད་བྱས།

superiors	རང་བ་སང་དཔོན་བོ་ཆེན་ཅིག
to ignore	སྒྲ་མེད་བྱོ་བྱས།
in spite of	དེ་ཟླག་ཆ་ནའང་།
fair	འོས་པ།    དྲ་པོ།
to be scared	འཇིགས་ཤིང་།
meditation	སྒྲོམ།
crime	ལས་ངན།
complaint	སྒྲོན་བཞིན།
role-model	དཔེ་འཕྲོ་བའི་མི།

## Bismillah Khan

musician	དབྱངས་རྩལ་མོ་ཕུ་མཁུ་མ།
to influence	བྱད་སླེབ་བཅུག་བྱས།
musical instrument	དབྱངས་རྩལ་མོའི་ལག་ཆ།
wedding	བག་སྒྲོན།
to contribute	རོགས་བྱོ་བྱས།    ཡ་ཏོ་བྱོ་བྱས།
talent	བྱད།    ཚལ།
profession	ལས་སྒྲ།
valuable	ཕན་ཅན།

fame	མིང་ཅན།    སྐད་གྲགས་ཅན།
humble	པོ་སོ་མེད་མཁུ་མ།    ཉམས་ཚུང་།
studio	སྐད་ཟུམ་ཁང་།    སུ་རྩ་ཨོ།
concert	དབྱངས་དང་རྩལ་མིའི་སྒྲ་མོ།
to worship	སྐབས་བཙུལ་བྱས།
goddess	ལྷ་མོ།
royal family	ལྷ་ལྷ་ལྷ།

## *Notes for the Teacher*

### **Chapter 11: India's Neighbours**

#### **Why this chapter?**

This chapter teaches students about India's immediate neighbours — Tibet, Nepal, Myanmar, Bhutan, Bangladesh, Sri Lanka and Pakistan. China, India's largest neighbour is covered in the next chapter as an important country of the world, while Tibet, although not currently an independent country, has so many unique characteristics and links with Ladakh that it receives its own page in this chapter.

The countries have been chosen because of their geographical, historical and political relevance to India. The past, present and future of these South Asian countries have always been and will always be intertwined and so it is important that students begin to have a basic knowledge about these neighbours of India.

The chapter is presented in the form of many captioned pictures and brief snippets of information. Visual images help students retain information better about unknown things and places. Class 5 is too young for memorising a lot of facts, numbers, and foreign names. This is the time to get a sense of the cultural identity and the look of different places, which will be a strong foundation for later geography studies. Only the most interesting or famous geographical facts are included this year.

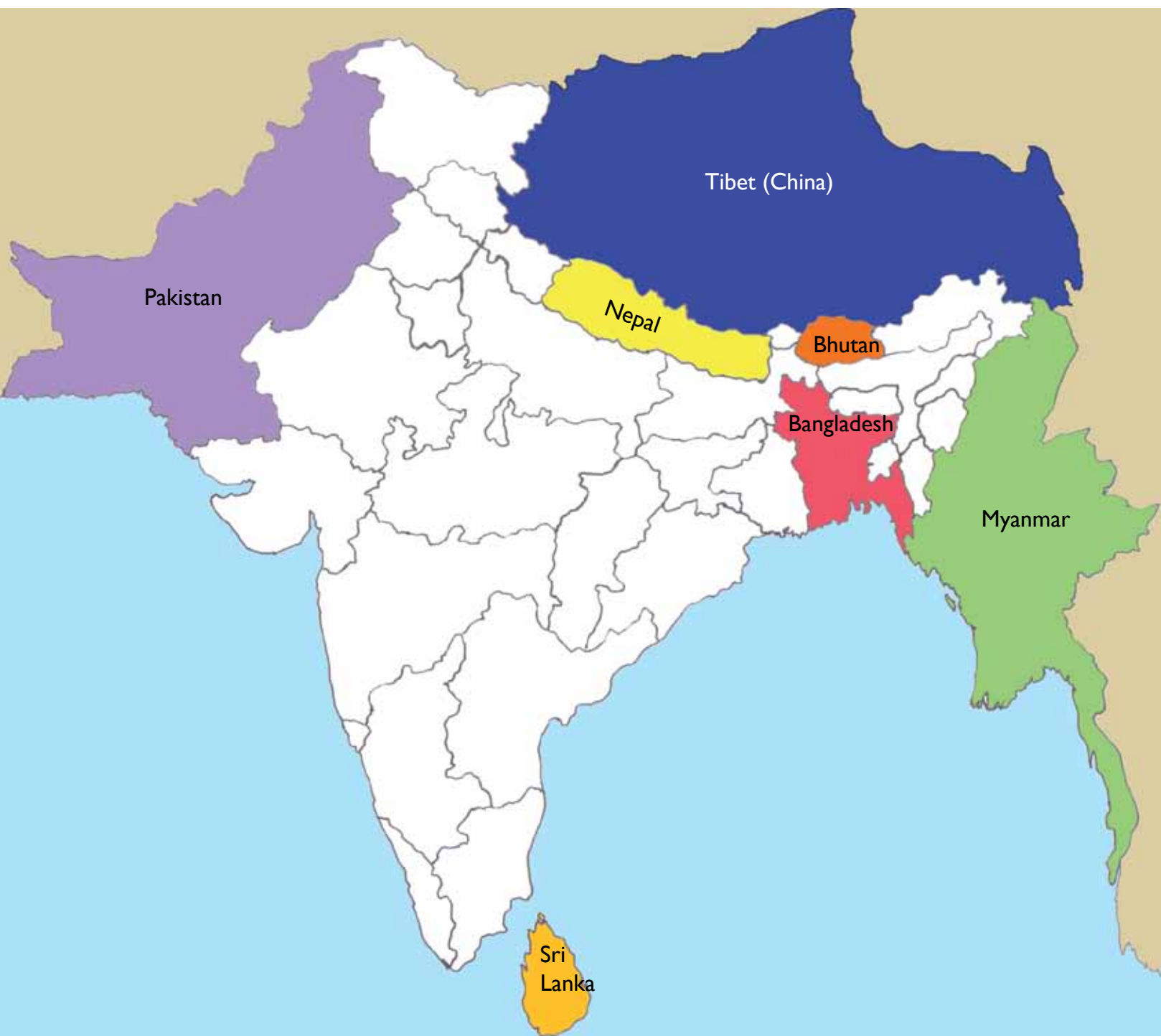
#### **The teacher's role**

As in all other lessons, this chapter benefits from teaching interactively. Wherever possible, ask students to compare Ladakh to the place you are teaching about. It is important that students become familiar with the basic information about each country and culture.

## **Chapter 11**

### **INDIA'S NEIGHBOURS**

You have already learnt about some of the states of India. Now let's learn about our neighbouring countries: Nepal, Bhutan, Bangladesh, Myanmar, Sri Lanka, and Pakistan. We will read about Tibet in this chapter, and about the rest of China in the next chapter. Our region of the world is called South Asia.



# NEPAL

Nepal is a kingdom with a royal family. However, it also has an elected parliament. The capital of Nepal is Kathmandu.



Some members of the royal family.



Nepal has many different climates. Bananas grow on the plains, apples and oranges at higher altitudes, and still higher only yak herding is possible.



Mt. Everest, the highest mountain in the world, is on the Nepal-Tibet border. The Tibetan name for Everest is Chomolangma. Edmund Hillary from New Zealand and Tenzing Norgay, a Nepali Sherpa, were the first people to climb and reach the top of Mt. Everest.



Although Nepal is officially a Hindu country, it is also an important centre for Buddhism. Lumbini, the birthplace of the Buddha is in Nepal.

The official language is Nepali but many other languages are also spoken in Nepal.

There are many different communities in Nepal, such as the Sherpas and Tamangs.



Elephant polo is a unique sport played in Nepal.





Bhutanese call Bhutan Druk Yul or Land of the Thunder Dragon. Bhutan is a kingdom in the Himalayas. Thimpu is the capital.



Bhutan has different climates like Nepal, ranging from warm plains to cold mountains.

## BHUTAN

Most Bhutanese are Buddhist, but Bhutan has many Nepalis too, who are mostly Hindu.

About one-fifth of the country is protected areas to protect the country's natural beauty, wildlife and plants.

Education is free and the Bhutanese government provides free books, paper, sports equipment, transport, and medical care to students.



The official language is Dzongkha, written in the same script as Ladakhi (Bodik).

The Bhutanese love archery. Each village has its archery range.



## BANGLADESH

The Brahmaputra River reaches the sea in Bangladesh. The river often floods and causes problems there.



Bangladesh was part of India until 1947, and then a part of Pakistan. It became independent in 1971.

Most Bangladeshis are Muslims. There are some Hindus and people of other religions too.



A lot of jute is grown in Bangladesh. It is used to make sacks and rope.

Bangladesh has a hot climate and farmers mostly grow rice.



# MYANMAR

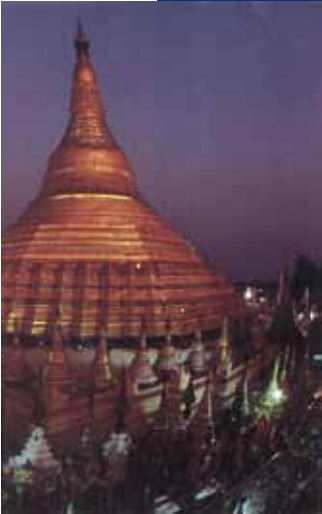
Myanmar is also known as Burma. It was under British rule until 1948.

Myanmar is the world's largest producer of teak, a strong and valuable kind of wood.



Right now Myanmar is under military rule. Military rule means the army rules the country. Many Burmese want a democratic system.

In Rangoon, the capital city, there is a stupa that contains 8 hairs of the Buddha. The stupa is covered with a layer of gold and diamonds.



During the Buddhist New Year in Myanmar, people throw water at each other and celebrate for three days. They say the water washes away the bad deeds of the past year.



Sri Lanka is an island, and the capital is Colombo.

Sri Lanka exports the most tea in the world. It also produces a lot of spices.



# SRI LANKA

Most Sri Lankans speak Sinhalese. Many people also speak Tamil. Sinhalese people are mostly Buddhist while Tamils are mostly Hindus. There are also some Christians and Muslims.

Sri Lanka is famous for its precious stones like rubies and sapphires.



The Ramayana is a famous Indian story about Lanka. Rama was an Indian king who went to fight Ravana, the demon king of Lanka.

Sri Lanka has many Buddhists. Sri Lankan monks wear yellow robes, and there are many stupas and temples.

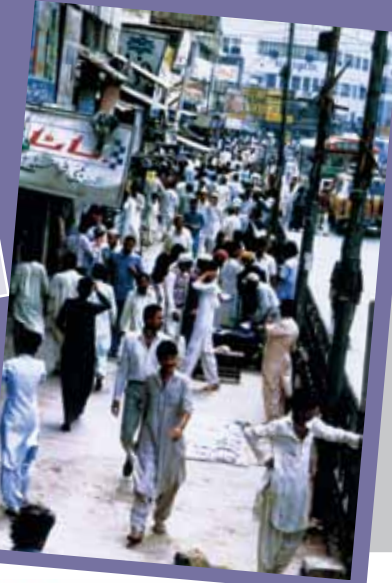




Earlier, India and Pakistan were one. When the British left in 1947, India and Pakistan separated. This is called Partition. Although Pakistan is officially a democracy, it sometimes has military rule.

**Pakistan's capital is Islamabad, but Karachi is another important city.**

## PAKISTAN



Pakistan has a range of climates and landscapes from high cold mountains to hot river valleys and deserts.



Pakistan is officially an Islamic country. Urdu is the official language, but there are also many regional languages like Sindhi, Punjabi and Balti.

Pakistan is a cricket-playing nation. Cricket fans love India-Pakistan matches because they are always exciting.

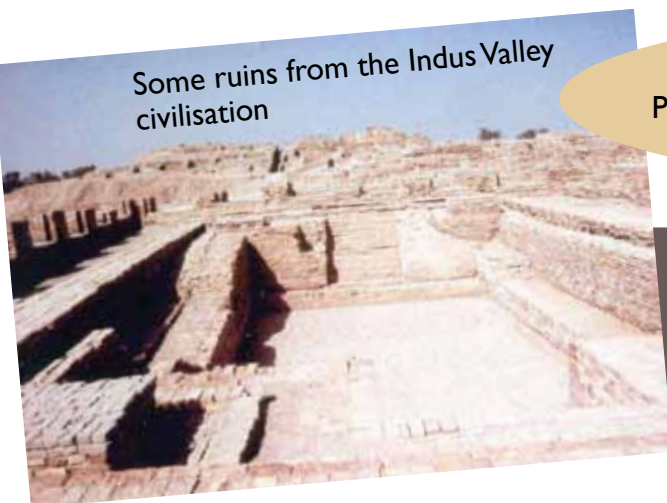


The Indian states of Jammu and Kashmir, Punjab, Rajasthan, and Gujarat share borders with Pakistan.



During Partition, a lot of families in regions like Sind, Punjab, Ladakh and Baltistan were split. Many of these families now have friends and relatives across the border. The food, languages and culture of Pakistan are very similar to those in India.

Some ruins from the Indus Valley civilisation



Some great qawwalis, ghazals and Sufi music come from Pakistan. There are also many famous Urdu poets and writers from Pakistan.

The Indus River meets the sea in Pakistan. It starts in Tibet, flows through Ladakh in India, then Baltistan, then down the length of Pakistan. The sites of the ancient Indus Valley civilisation are now in Pakistan.

# TIBET

Tibet lies just across the border from Ladakh. It is now under China. For many centuries, Tibet has shared a close cultural, political and religious relationship with Ladakh.

Many of the major rivers of Asia, such as the Brahmaputra, Indus, and Huang Ho, start in Tibet.

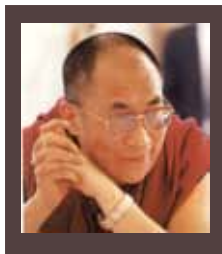


**The kind of Buddhism practised in Ladakh came from Tibet. There are also Tibetan Muslims.**



The capital of Tibet is Lhasa. Dalai Lamas ruled Tibet for many centuries.

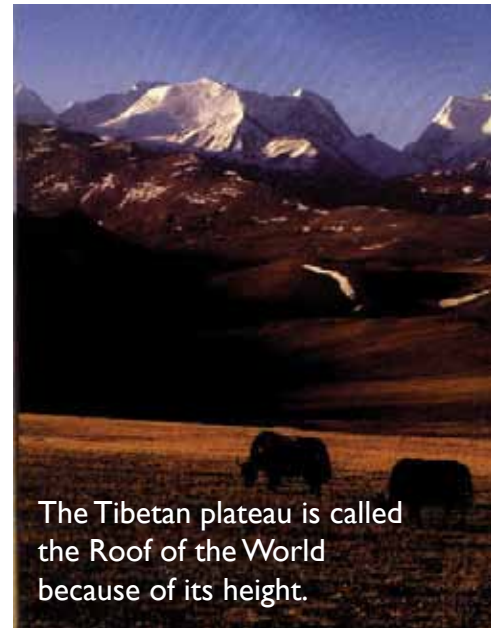
This map shows the "Tibetan Autonomous Region" in China. Earlier, Tibet covered a larger area.



After China took over Tibet in 1959, the Dalai Lama and thousands of Tibetans left the country. Now the Fourteenth Dalai

Lama lives in Dharamsala, in India. Many Tibetans live in exile around the world and India. About 7,000 Tibetans live in Ladakh.

**Mount Kailash is in Tibet. It is called Kang Rinpoche by the Tibetans and is considered holy by both Tibetan Buddhists and Hindus.**

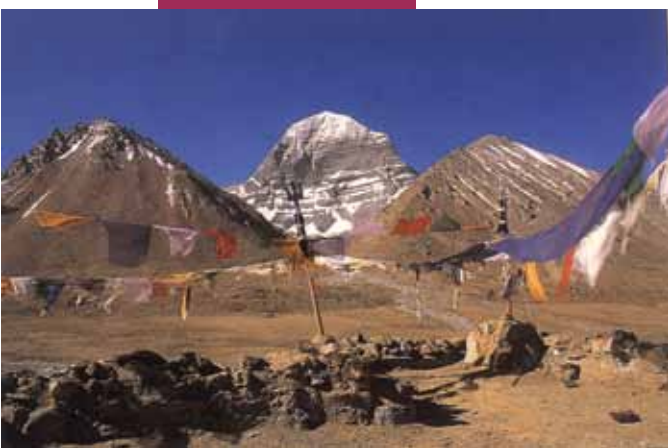


The Tibetan plateau is called the Roof of the World because of its height.

The Tibetan script, or the Bodik script, is used to write Ladakhi and Dzongkha as well.



The nomads of Tibet have a similar way of life to the nomads of Ladakh's Changthang.





## EXERCISES

### I Answer the following questions:

1. Where was the Buddha born? In which country is the place now?
2. Who climbed Mount Everest for the first time?
3. Which Indian states have common borders with Pakistan?
4. Name the capital of Bhutan.
5. Which famous river flows through Bangladesh? Where does it start?
6. What is the other name of Myanmar?
7. Which rivers originate in Tibet?

### II Fill in the blanks with the words below:

Urdu      Colombo      democratic      Sinhalese      1971      Tamil      1959

1. Pakistan is officially a \_\_\_\_\_ country.
2. The official language of Pakistan is \_\_\_\_\_.
3. Bangladesh became independent in \_\_\_\_\_.
4. The capital city of Sri Lanka is \_\_\_\_\_.
5. People in Sri Lanka speak \_\_\_\_\_ and \_\_\_\_\_ languages.
6. China took over Tibet in \_\_\_\_\_.

### III Match the phrases and write complete sentences.

- |                  |                    |
|------------------|--------------------|
| 1. Kathmandu     | Tibet              |
| 2. Islamabad     | Sri Lanka          |
| 3. Mount Kailash | Nepal-Tibet border |
| 4. Colombo       | Pakistan           |
| 5. Mount Everest | Nepal              |

### IV Write true or false. If false, give the correct statement.

1. The official language of Bhutan is Dzongkha.
2. Most Sri Lankans speak Tamil.
3. Nepal is famous for the production of tea.
4. Yangoon is the capital of Sri Lanka.
5. The Brahmaputra flows through Pakistan.

### Things to do

1. Look at a map of Asia, and write the names of countries which border India. Look at a map of India, and write names of the Indian states that have common borders with Pakistan, Bangladesh and Nepal.
2. On a plain piece of paper, trace India and its neighbouring countries from a map or atlas. Colour each country a different colour and write the names clearly on your map.

# VOCABULARY

altitude	མཐོ་ཚད།
yak herding	གཡག་བསྐྱལ་བྱས།
mask	བག    འཆསས་འཆས་ཙན་གོན་བྱས།
to contain	ཡོད་བྱས།
diamond	རྩི་རྩི་པ་ལམ།    མོར་བྱ་དཀར་པོ་དང་སྒན་ཏེ་ཞིག
rubies	པད་མ་ར་ག    མོར་བྱ་དམར་པོ་ཞིག
sapphire	མོར་བྱ་ཕྱོན་པོ་ཞིག    མིན་བྱ་ནི་ལ།
stupa	མཆོད་རྟེན།
century	ལོ་བརྒྱ་ཕྱག་གཅིག
exile	སྐྱབས་བཙོལ།
cricket fan	ཀིར་ཀེ་ལ་འཐད་མཁན།
script	ཡི་གེ
sacks	པད་ཙ།    བོ་རི།
bad deeds	ལས་ངན།
demon	བདུད།

## *Notes for the Teacher*

### **Chapter 12: Continents and Countries of the World**

#### **Why this chapter?**

This chapter teaches students about the world — its different regions, peoples and cultures. The continents and oceans of the world are introduced as well as some specific countries and places. The countries that are specifically discussed, such as China, the United Kingdom and the United States of America, are chosen on the basis of their role in current world events and their relevance to India. The idea of the chapter is to give students a basic understanding of the world so that they have a base to build on when they study the history of countries of the world in more detail in Class 6 and later.

Like the previous chapter, this one is presented primarily through pictures with accompanying pieces of information. An attempt has been made to cover various facets of the continents and countries discussed, such as politics, language, sports, religion, historical monuments and food, to provide students with a more well-rounded and interesting picture.

However, once again only the most interesting or famous facts are given for each country.

#### **The teacher's role**

Ladakh is a popular tourist destination for people from all over the world. If possible, invite a guest speaker of a foreign nationality to come and talk to the students about his/her country and culture. You may have to translate the talk. If you are able to invite a Ladakhi who has travelled, they may have very interesting things to tell the class.

## **Chapter 12**

### **CONTINENTS AND COUNTRIES OF THE WORLD**

The earth is a sphere like a ball. A globe is a model of it.

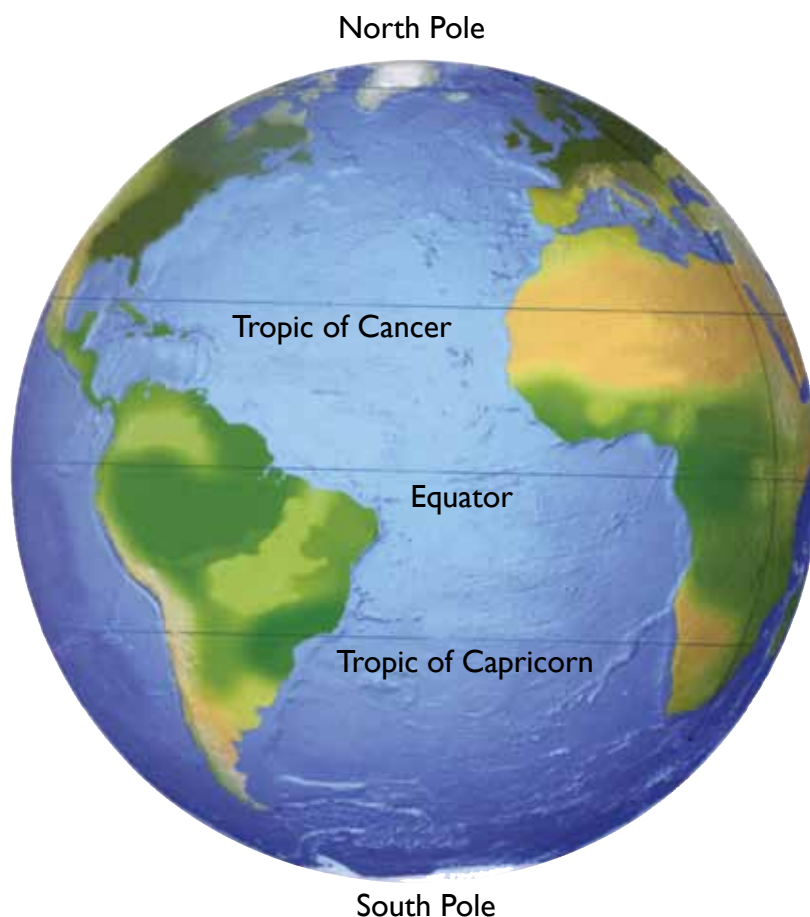
Water covers three-fourths of the earth's surface, and the rest is covered by land. Oceans and seas make up the water; continents and islands make up the land.

The northern point of the earth is the North Pole and the southern point is the South Pole. Normally we show north at the top, but actually there is no top or bottom of the earth. Anywhere that you go on the earth, the earth is below you and the sky is above. The centre of the earth is "down" for all of us!

To help people describe exactly where places are on a map or globe, we use lines such as latitude lines. The equator is the latitude line that goes around the middle of the globe. Although we see latitude lines on maps and globes, if you go to the equator, you will not see a line there.

Some other important latitudes are the Tropic of Cancer, north of the equator and the Tropic of Capricorn, south of the equator.

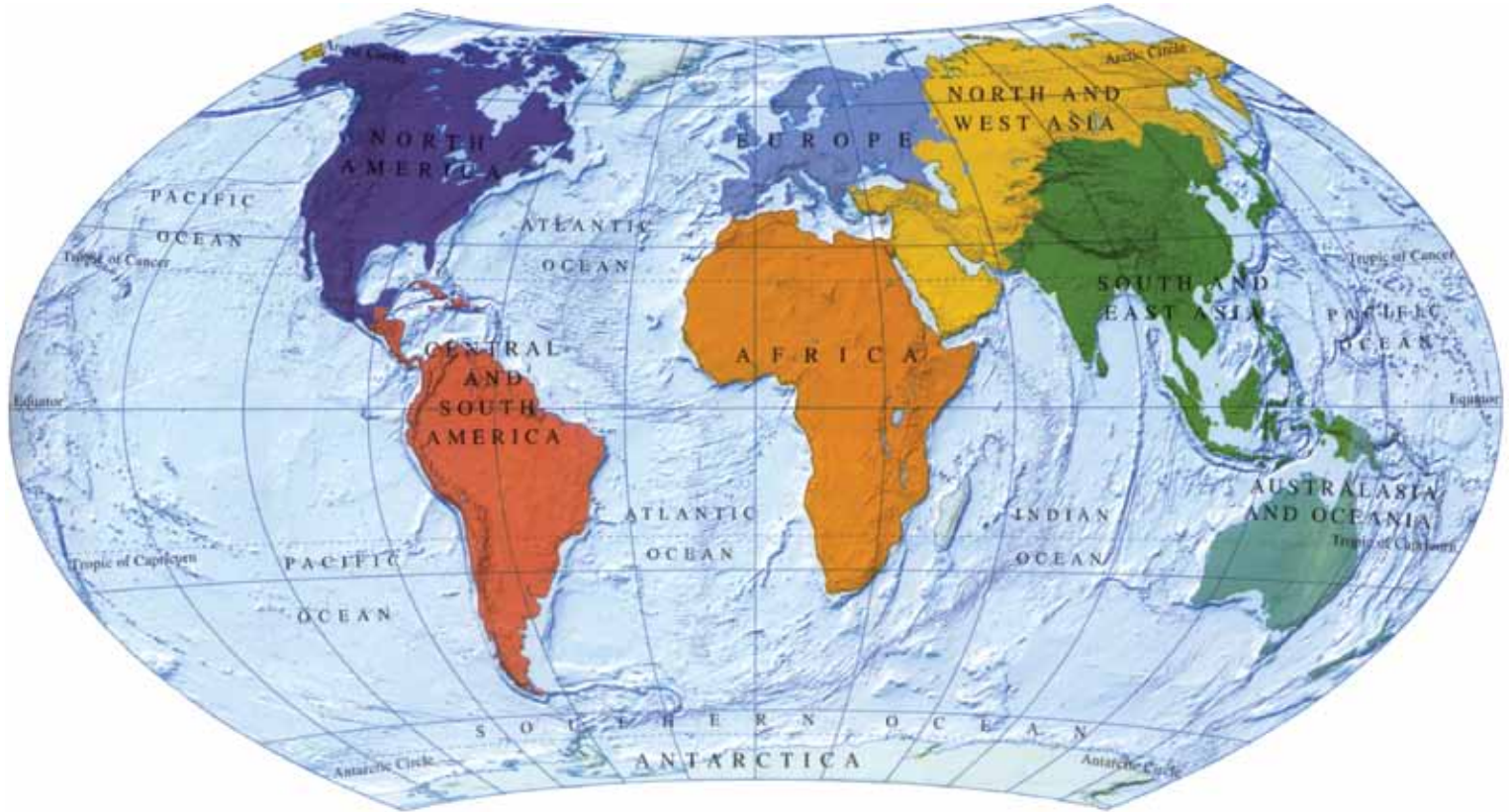
Areas along the same latitude mostly have similar climates. For example, tropical regions (between the



two tropic lines) are mostly hot all year. Places near the poles have long cold dark winters. The temperate regions, which are in between, have cold winters and warm summers. Ladakh is in a temperate region.

The climate of a place also depends on things like altitude, oceans, mountains, forests and pollution. Ladakh is near the Tropic of Cancer but it has cold winters because it is high in the mountains.





A world map shows the same things as a globe does but being flat is easier to carry and use.

**Look at the map and find all seven continents: Asia, Europe, Africa, North America, South America, Australia and Antarctica. If you have a globe, find them on the globe too.**

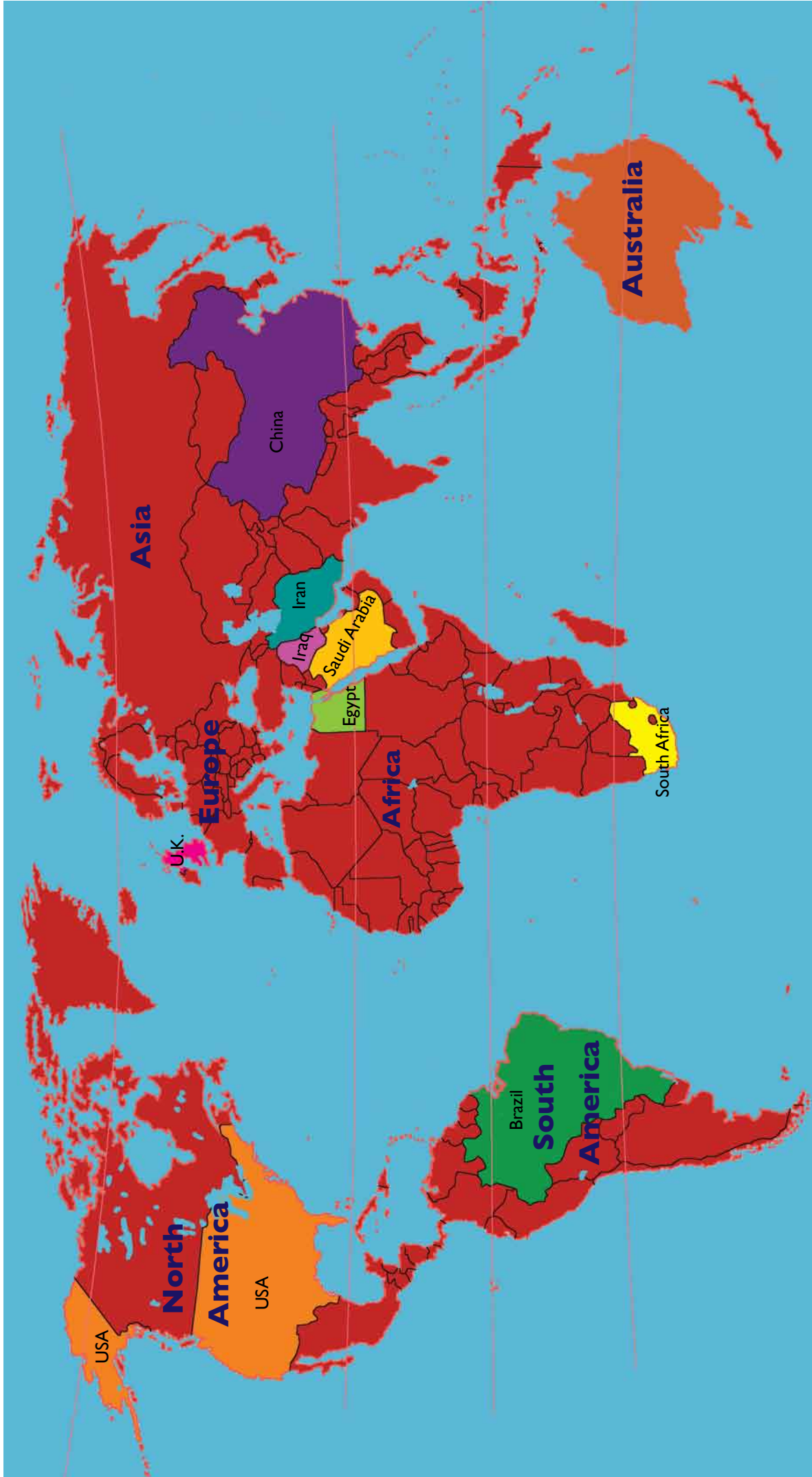
When we change the round globe in to a flat map, it changes the shapes and sizes of oceans, continents and islands. Most maps make places near the poles look much larger and places near the equator look smaller. On a world map like the one above, Antarctica looks long and thin, but if you look at the south end of a globe, you will see that it is really shaped like the map below. Most continents have many countries on them, but Australia is a continent that is only one country. Antarctica is so cold that nobody lives there except a few scientists, so it has no countries.

The Pacific Ocean is the largest ocean. It is between Asia and the Americas. The Atlantic Ocean is between Americas on the one side and Europe and Africa on the other side. The Indian Ocean is south of India.

**Look at the map and find these three oceans.**

**If you have a globe, find them on the globe too.**





In this chapter you will learn about a few countries. When you read about a country, find it on this map.





# ASIA

**Our continent Asia is the largest continent. The Himalayas, the highest mountain range in the world, is in Asia. The south of Asia has a hot tropical climate. West Asia is mostly dry and north Asia has extremely cold winters. Some countries in Asia are China, Japan, Russia, Saudi Arabia, Iran and Iraq. India and all its neighbours are in South Asia.**

## IRAN, IRAQ AND SAUDI ARABIA



Saudi Arabia is the birthplace of the Prophet Mohammed. Every year, many Muslims go on the Haj pilgrimage to Mecca and Medina in Saudi Arabia.

**The population of Iran is mostly Shia Muslim. Iraq has both Shias and Sunnis. Iran and Iraq are important pilgrimage places for the Baltis of Ladakh, who are mostly Shias.**

The Persian language comes from Iran. Persian was an important language in Indian history, and the Urdu alphabet is based on Persian.



Some traditional sports in Saudi Arabia are camel racing and falconry. Falcons are birds that look like small eagles. People train them to help hunt.



Iran has many different climates. Saudi Arabia and Iraq are mostly desert, and they have a lot of oil under the ground. From this oil, we get petrol, diesel, kerosene and other important things. Even plastic is made from this oil.

In Saudi Arabia people wear loose clothes that keep them cool in the desert heat.

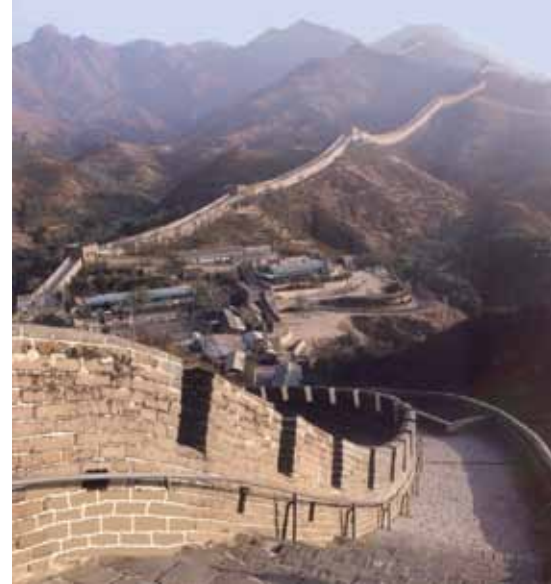




## CHINA

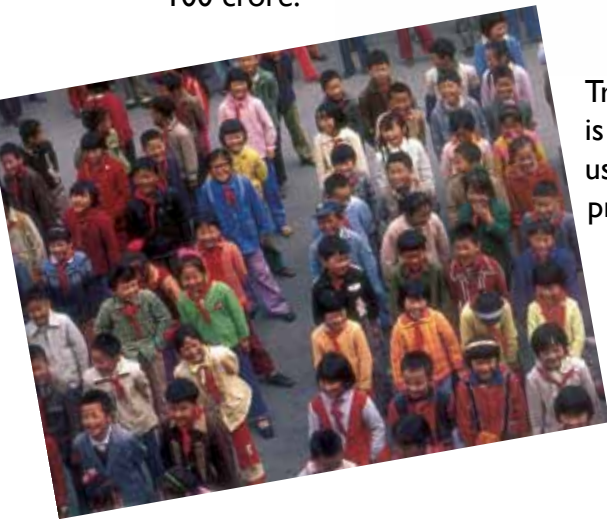
China is a large country with many different climates and landscapes.

Most of the people in China are Chinese and speak Chinese, but there are many other kinds of people too, such as Uighurs and Tibetans. In Ladakhi, Uighurs are called Hor and the area they live in is called Horyul.



The Great Wall of China is more than 4000 km long. The Chinese started building it more than 2000 years ago to keep out invaders from the north.

China has the largest population in the world with more than 120 crore people, which is more than India's 100 crore.



Traditional Chinese medicine is very well developed. It uses many herbs and animal products as medicine.



Chinese cities like Shanghai (in this picture) and Beijing (the capital) have a very modern look. However many rural areas are still quite poor.



Chinese food has lots of rice and vegetables, and is very popular around the world. Did you know that chow-mein and *mok-mok* are originally Chinese food?



In Chinese writing, each symbol stands for a whole word. The writing goes from top to bottom or right to left.





# EUROPE

Europe lies to the west of Asia. Far northern Europe is in the Arctic Region and has much colder winters than Ladakh. There are very large forests in central and northern Europe. Mountains called the Alps are in southern Europe.

## THE UNITED KINGDOM

The United Kingdom is also called the UK or Britain. It has close relations with India, since India was a British colony for almost 200 years, until 1947. A colony is a country that is under the control of another country. Many countries that in the past were British colonies are now free countries.



The United Kingdom, like India, is a parliamentary democracy. But it is also a monarchy, which means it has a King or Queen. In the UK the King or Queen does not have much power.

London, the capital of the UK, is today home to many types of people from all over the world. The double decker red buses of London are famous.



Britain is the birthplace of cricket. The English language also comes from England, which is a part of Britain. Cricket and English came to India during British rule.





# AFRICA

Africa is the second largest continent. The Sahara desert, in northern Africa, is the world's largest desert. Central Africa has dense forests and grasslands. Southern Africa also has deserts and forests. Mount Kilimanjaro is the highest mountain in Africa. Africa is made up of many countries with different cultures and languages.

## EGYPT

Alexandria, a city in Egypt, once had the biggest library in the world.



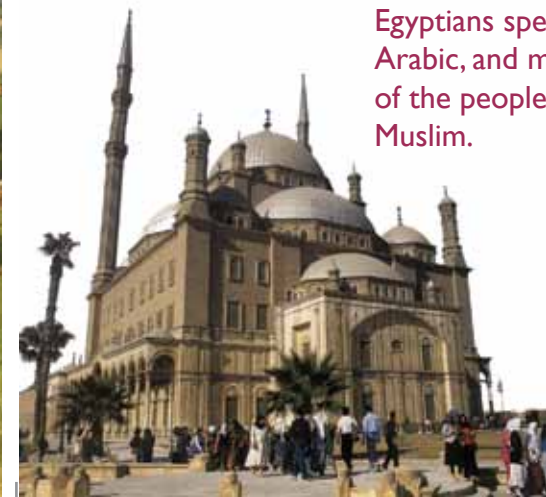
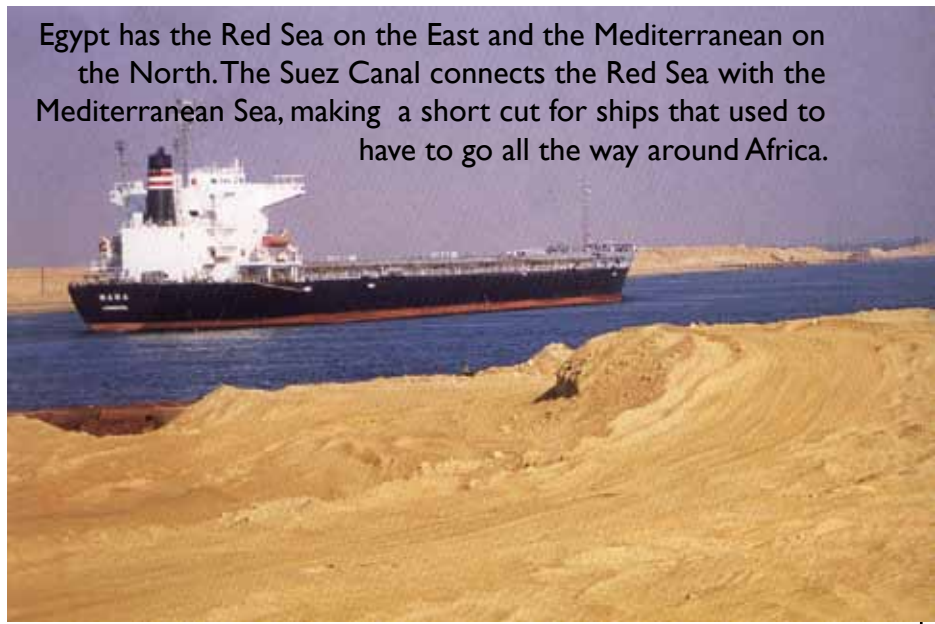
Egypt is in north Africa. The River Nile runs through Egypt and brings water and fertile soil to the area, which is otherwise desert.

High quality cotton is grown in Egypt.

In ancient times, Egypt was ruled by kings called pharaohs. The famous pyramids of Egypt are tombs that were built about 4600 years ago for the pharaohs.

Egypt has the Red Sea on the East and the Mediterranean on the North. The Suez Canal connects the Red Sea with the Mediterranean Sea, making a short cut for ships that used to have to go all the way around Africa.

Egyptians speak Arabic, and most of the people are Muslim.

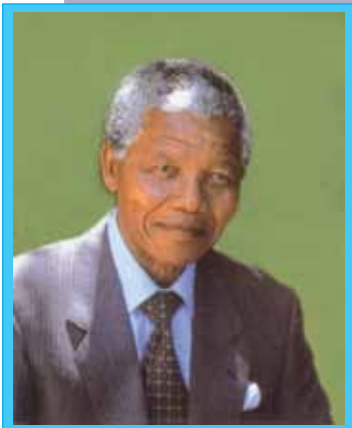






South Africa is home to different types of people. Most people in South Africa are African and have dark skin. There are also white South Africans, whose ancestors came from Europe to form colonies, and Indian South Africans, whose ancestors came from India.

Earlier, the government of South Africa followed a system called apartheid, where white South Africans ruled the country and did not give equal rights to dark skinned people. Mahatma Gandhi, who went to South Africa as a lawyer, saw that the Indians and black people living there were treated very badly. Finally in 1994, after a long struggle, all South Africans got equal rights and could vote in elections. They elected Nelson Mandela as the first black president of South Africa.



## SOUTH AFRICA



There are many national parks in South Africa where lions, zebras, giraffes, elephants, rhinosceros, and other animals live.



Many precious minerals like gold and diamonds are mined here.

Ostriches are the largest birds in the world. They are so big and heavy that they cannot fly. They run fast on long legs. Some farmers in South Africa raise ostriches for their meat and their beautiful feathers.



# SOUTH AMERICA



***This continent has the Andes Mountains on the west, dense rainforests around the Amazon River, and both hot and cold deserts in the south. The Atacama Desert is considered the driest place on earth. Rain has not fallen in some parts of it for hundreds of years. Native Americans originally inhabited South America. Now, there are many descendants of Europeans and Africans as well as Native Americans.***

## BRAZIL

**Brazil is the largest country in South America. The rain forests around the Amazon River are some of the biggest forests in the world, with thousands of different kinds of animals, birds, insects and plants.**

Many valuable minerals including gold, aluminium and iron ore are found in Brazil



Brazilians love football, as Indians love cricket.

Brazilian music is very lively and people love to dance to its rhythms, with drums like the conga drum (in this picture). Often Brazilian dances and songs become popular around the world.



Today Brazil is the world's biggest exporter of coffee.

A lot of oranges are grown in Brazil.



The carnival at Rio de Janeiro is a big Christian festival every year. There are five days of dancing and music on the streets and everyone gets dressed in grand fancy costumes.





# NORTH AMERICA

***This is the third largest continent, with many different landscapes including the frozen Arctic, forests, grasslands and hot deserts. In the northernmost part of the continent, the temperature can get colder than -50° degrees Celsius in winter. In the southwestern desert, it can be as hot as 50° Celsius in summer. Originally only Native American people lived here. Europeans came to America, black Africans were brought in as slaves and now there are many white and black people and only a few native Americans.***

## THE UNITED STATES OF AMERICA

The USA is now the world's most powerful country. It used to be a British colony, and the main language is still English. When it gained independence, it became a democracy where the people elect their president and representatives in government. As in many countries, some Americans are poor and some are rich.



A street festival in New York



Except for Native Americans, all the people who live in the USA are descendants of Europeans, Africans and Asians.



**Washington DC is the capital of the USA, but New York City is a bigger centre for business and trade.**

**The Grand Canyon is a deep valley carved into the earth by a river.**



# AUSTRALIA

Australia is the smallest continent. The original inhabitants are the Aborigines, but now, like UK and USA the majority are English speaking white descendants of people who came to form colonies.



Most of Australia is hot desert but there are also rainforests, grasslands, and cool forests.



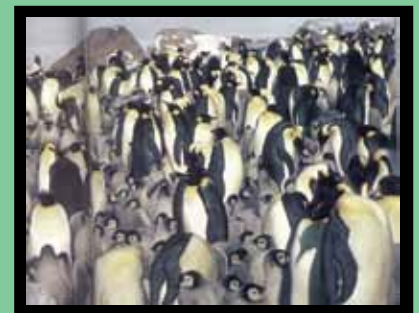
In the ocean off the east coast of Australia is the largest coral reef in the world. Coral (called churu in Ladakhi) is a small, very colourful creature that lives in large groups in the shallow sea. Some corals are used in jewellery.

Kangaroos are the one of the animals of Australia. They are big animals and jump from place to place. They carry their babies in a pocket. .



Antarctica is the coldest, windiest, driest continent. It is the first world park, so it is protected from development such as oil drilling. Twelve countries look after it.

# ANTARCTICA



Many birds including penguins, and mammals including seals and whales live on and near the coast.

The South Pole is near the middle of Antarctica. The whole continent is frozen throughout the year and has no trees.



## EXERCISES

### I Answer the following questions

1. How many continents are there in the world? Can you name them?
2. Which is the biggest continent and which is the smallest?
3. Name the biggest ocean of the world.
4. In which continent does the Himalayan Range lie?
5. Why are Mecca and Medina famous?
6. Name the world's largest desert. Where is it located?
7. What is the longest river in the world? Where is it?
8. What is apartheid?
9. Name the largest bird in the world?
10. Who was the first black president of South Africa?

### II Fill in the blanks with one of the words given:

1. Brazil is the world's largest exporter of \_\_\_\_\_. ( tea, coffee, wheat)
2. Australia is the \_\_\_\_\_ continent. ( smallest, biggest)
3. Australia has \_\_\_\_\_ in it. (many countries, one country)
4. Antarctica lies over the \_\_\_\_\_ pole. (South, North)
5. \_\_\_\_\_ is the capital of the United States of America.  
(New York City, Washington DC)
6. The \_\_\_\_\_ Canal connects the Red Sea and the Mediterranean Sea.  
(Panama Canal, Suez Canal)
7. The people who first lived in Australia are called \_\_\_\_\_.  
(Native Americans, Aboriginal People)

### III Solve the riddles:

1. I am the world's smallest continent with just one country. I have the world's largest coral reef. What am I?
2. I remain frozen throughout the year. Which continent am I?
3. I am home to the world's largest population. The writing in my country is from top to bottom. Which country am I?
4. I am the world's largest continent with the world's highest mountains, the Himalayas. Who am I?
5. I lie to the west of Asia and the mountains called the Alps are in my south. Which continent am I?



## IV Things to do

Look at the map of the world. Find five countries starting with the letter A. Write down the names of the continents they are in. What do they have around them — do they have other countries or seas or oceans? Write down the names of what you find around the countries.

[illegible]

# VOCABULARY

extremely cold	མའ་གང་མོ།
native	ས་སྤྱེས།
inhabitant	གནས་མཁན།
descendant	ཉིང་མའི་རྒྱུ་འཛིན།
slave	ཆེ་གཡོག།
jewellery	བདག་སྤྱི་ཨ་ལི། རྒྱན་ཆ།
drill	སའི་ནང་ལ་བྱ་གང་ལྷད་བྱས། ས་དོང་འབྱ་བྱས།
ore	གཏེར་རྡོ།
fancy costumes	ཆས་མིན་འབྲ་བདེ་མོ།
rhythm	གདངས། དབྱངས།
explorer	བཙལ་མཁན། བརྟག་དབྱད་བྱེ་མཁན།
continent	གླིང་ཆེན།
precious mineral	ལྷགས་དང་རྡོ་བ་རིན་ཅན།
to mine	སའི་མཐེལ་ན་འཕྲིང་བྱས།
double decker	ཐོག་ཚད་གཉིས་ཅན།
pyramids	ཨི་ཇིབཏ་ཀྱི་རྒྱལ་པོ་ཀུན་གྱི་སྤྱར་ཁང་།
invader	དབྱང་ཕྱོད་བྱེ་མཁན།
ancestor	སྤྱི་མའི་རྒྱུ་འཛིན།
skin	སྐབས་པ།